ED 415 335 AA 001 293

Resources in Education (RIE). Volume 33, Number 6.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
LANGUAGE- English
EDRS Price- MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131),Collected Works - Serials (022)
DESCRIPTORS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials
IDENTIFIERS- *Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, parents, etc.). Each issue announces approximately 1,100 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains all five of the indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (CRW/WTB)

ED 415 336 CE 074 682

Literacy Practitioner. Literacy and Community Development Issue.
PUB DATE- 97
NOTE- 18p.; For other issues of this serial, see ED 388 409 and ED 405 517.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Action Research; Adult Basic Education; Adult Education; *Adult Literacy; *Community Development; Community Involvement; *Educational Philosophy; Educational Practices; *Literacy Education; Outreach Programs; Participatory Research; *Rural Education
IDENTIFIERS- Freire (Paulo)

This theme issue of a newsletter for adult literacy practitioners focuses on community development. Nine articles on this topic include the following: "Adult Literacy and Community Development" (Hal Beder); "Why Community Development?" (Kirk Baker); "Freire's Revolution" (Ruth Pelz); "Impacting Communities through Literacy" (Jane Hugo); "Community Action Narratives--Developing Opportunities (CAN-DO)" (David Deshler); "Social Capital and Community Development" (D. Merrill Ewert); "Literacy Education Promotes Community Involvement: A Rural Case Study" (Desi Larson); "Lessons Learned from Local Efforts" (Janet Fitchen); and "Participatory Action Research: A Strategy for Linking Rural Literacy with Community Development" (Desi Larson, D. Merrill Ewert, and J. David Deshler). An annotated bibliography and resource list contains 16 citations. (KC)

ED 415 337 CE 075 205

ED 415 355 CE 075 509

Arce, Elsa M.
Career Indecision: Cross Cultural Differences in a Cluster Analysis among Two Groups of Undergraduate Students.
PUB DATE- 95
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 1995). For a related document, see CE 075 510.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Career Choice; Career Education; *Cluster Analysis; Comparative Analysis; *Cross Cultural Studies; Cultural Differences; *Cultural Influences; *Decision Making; Developed Nations; Educational Research; Foreign Countries; Higher Education; Social Support Groups; *Undergraduate Students; Undergraduate Study
IDENTIFIERS- *Universidad del Pacifico (Peru); *University of Pittsburgh PA

A study determined differences among the levels and types of career indecision within and between two cross-cultural groups of undergraduate students from two counseling centers. The groups were 88 University of Pittsburgh students and 79 Universidad del Pacifico, Peru, students. The Indecision Scale of the Career Decision Scale (CDS) was used to examine levels and types of career indecision. Cluster analysis was performed to determine groups with similarities in indecision. One-way analyses of variance found differences within levels of indecision. Two-way analyses of variance compared each of the cluster levels of the two groups. Pearson Product Moment Correlation Coefficients and t-tests were used to establish differences between age and sex, but none were found. Findings identified four defined clusters in the levels of indecision per group. Data from the Pittsburgh group showed a higher level of indecision per cluster than the group from Peru, suggesting that cross-cultural characteristics may influence the decision-making process for undergraduate students. (Appendixes contain 12 references and item-item reliability tables from the CDS for Pittsburgh and Peru.) (YLB)

ED 415 356 CE 075 510

Arce, Elsa M.
The Effects of Social Support and Self-Esteem on Career Indecision: A Cross-Cultural Comparison between Two Groups of Undergraduate Students.
PUB DATE- 96
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 11, 1996). For a related document, see CE 075 509.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Career Choice; Career Education; College Students; Comparative Analysis; *Cross Cultural Studies; Cultural Differences; *Cultural Influences; Decision Making; Educational Research; Foreign Countries; Higher Education; *Self Esteem; *Social Support Groups; *Undergraduate Students; Undergraduate Study
IDENTIFIERS- Universidad del Pacifico (Peru); University of

ED 415 373 CE 075 545

Sterling Municipal Library Final Performance Report for Library Services and Construction Act (LCSA) Title VI Library Literacy Program.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC. Office of Library Programs.
PUB DATE- 92
NOTE- 179p.; For a related document, see ED 379 498.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Family Literacy; Family Programs; Instructional Materials; *Library Extension; Library Role; *Literacy Education; *Parent Education; Program Effectiveness; Program Implementation; Reading Instruction; Recruitment; *Student Recruitment; Teaching Methods; Tutors; Volunteers
IDENTIFIERS- *Sterling Municipal Library TX

The Sterling Municipal Library (Baytown, Texas) has conducted an adult literacy project since 1986. The project provides uses Literacy Volunteers of America methodology to teach basic reading as well as English as a second language to all adults with low literacy skills who request the services. No fees are charged for the services. A special collection of reading materials is also available to promote independent learning. A grant allowed the project to accomplish the following: (1) fund a part-time literacy specialist position; (2) provide printing costs for a student literary publication; (3) expand two intergenerational satellite facilities; and (4) provide instructional materials, dictionaries, and supplemental reading materials. The project was especially successful in implementing its family literacy program and providing materials for parents and children. (Appended to this report are a tutor survey, program newsletter, book lists, and samples of the student publication, "Brighter Horizons.") (KC)

ED 415 374 CE 075 549

Jaeckel, Monika
The Mother Centers in Germany--Empowerment Strategies for Community Women in Germany.
PUB DATE- 96
NOTE- 10p.; Paper presented at the International Seminar on Integrating Family in Social Progress and Development (6th, Vienna, Austria, November 11-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; Foreign Countries; *Homemakers; *Mother Attitudes; *Mothers; Parent Child Relationship; Parent Role; Program Implementation; Self Help Programs; Social Support Groups
IDENTIFIERS- *Germany

Mother Centers are a grassroots self-help movement in Germany that help stay-at-home mothers break through the isolation they experience in German society when they have children and are not available for full-time employment. There are about 300 mother center projects currently in Germany, including 40 in the former East Germany. The programs provide a drop-in space for mothers with children where they can meet other mothers and

ED 415 391 CE 075 598

Agricultural Research, Extension, and Education Reauthorization Act of 1997. Report Together with Additional Views To accompany H.R. 2534 . House of Representatives, 105th Congress.
PUB DATE- 97
NOTE- 144p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Agricultural Education; *Educational Legislation; *Extension Education; *Federal Legislation; Higher Education; Research Projects; Secondary Education
IDENTIFIERS- Congress 105th; *Reauthorization Legislation

This document contains the text of 1997 legislation to amend and reauthorize the Agricultural Research, Extension, and Education Act. The act contains five titles that cover the following: Coordination, Planning, and Definitions regarding Agricultural Research, Extension, and Education; Reform of Existing Research, Extension, and Education Authorities; Extension or Repeal of Research, Extension, and Education Initiatives; New Research, Extension, and Education Initiatives; and Miscellaneous Provisions. (KC)

ED 415 392 CE 075 599

Government Performance and Results Act Strategies for Both the Veterans Benefits Administration's Education Service and the Vocational Rehabilitation and Counseling Services. Hearing before the Subcommittee on Benefits of the Committee on Veterans' Affairs. House of Representatives, One Hundred Fifth Congress, First Session.
PUB DATE- 97
NOTE- 44p.; Serial No. 105-12.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Employment Programs; Federal Legislation; Hearings; *Job Training; Needs; Outcomes of Education; Policy Formation; Postsecondary Education; Program Effectiveness; Program Evaluation; Public Policy; *Veterans Education; *Vocational Rehabilitation
IDENTIFIERS- Congress 105th; Government Performance and Results Act 1993; *Veterans Benefits Administration

This document reports the oral and written testimony submitted at a Congressional hearing on implementation of the Government Performance and Results Act in the Veterans Benefits Administration's (VBA) educational service and vocational and counseling services. Oral and written testimony was presented by Representative Jack Quinn, chair of the committee, and Representatives Bob Filner and Lane Evans, as well as representatives of the VBA. The testimony focused on the need to evaluate VBA programs in terms of outcomes and how to set up outcome measurements. How to measure these outcomes, what outcomes to measure, and for how long are issues currently being addressed, according to the testimony. (KC)

ED 415 393 CE 075 600

Job Training that Works. Hearing before the Subcommittee on Human Resources and Intergovernmental Relations of the Committee on Government Reform and Oversight. House of Representatives, One Hundred Fourth Congress, Second Session.

ED 415 410 CE 075 627

CEDEFOP Work Programme 1998 = CEDEFOP Arbeitsprogramm 1998 = CEDEFOP Programme de travail 1998.
PUB DATE- 98
NOTE- 127p.
LANGUAGE- French; English; German
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Articulation (Education); Budgets; Competency Based Education; Conferences; Educational Objectives; Educational Policy; Educational Practices; Educational Research; Foreign Countries; *Information Dissemination; Information Networks; *International Educational Exchange; Lifelong Learning; Meetings; *Organizational Objectives; Partnerships in Education; Postsecondary Education; Program Development; Program Implementation; Publications; Secondary Education; Theory Practice Relationship; *Vocational Education
IDENTIFIERS- *European Centre for the Development of Voc Train; *European Union

This document, which includes German, English, and French translations of all text, outlines the 1998 work program of the European Centre for the Development of Vocational Training (CEDEFOP). The document begins with an executive summary and a brief foreword. Presented next is an overview of how CEDEFOP will serve as an interface between research, policy, and practice by analyzing, exploiting, and disseminating the results of research conducted by the European Union's member states. The next three sections detail the activities planned to advance the three themes of CEDEFOP's 1998 work program. The following are among the objectives and activities discussed: developing knowledge and expertise (projects promoting competencies and lifelong learning, monitoring developments in the EU's member states, and serving European mobility and exchanges); stimulating debate among vocational education policymakers, researchers, and training practitioners (study visits program, Agora Thessaloniki, cooperative policy development, support for research cooperation); and keeping people informed about developments in vocational education through information services and dissemination activities (publications, library and documentation services, CEDEFOP's "electronic training village," other promotional activities). Appended are the following: a list of CEDEFOP's medium-term priorities (1997-2000), a budget outline, a list of planned publications, a list of principal meetings planned, and an organization chart. (MN)

ED 415 411 CE 075 630

Miller, W. Wade; Webster, Jill King
A Comparison of Interaction Needs and Performance of Distance Learners in Synchronous and Asynchronous Classes.
PUB DATE- 97
NOTE- 13p.; Paper presented at the American Vocational Association Convention (Las Vegas, NV, December 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Agricultural Education; Comparative Analysis; Conventional Instruction; *Delivery Systems; *Distance Education; Educational Needs; Higher

ED 415 429 CE 075 672

Annotated Bibliography of Writing Resources. Program Resources.
SPONS. AGENCY- National Inst. for Literacy, Washington, DC.
PUB DATE- 98
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Annotated Bibliographies; *Educational Resources; *Educational Strategies; Educational Theories; Intermediate Grades; Junior High Schools; *Literacy Education; Middle Schools; Secondary Education; Statewide Planning; *Writing (Composition); *Writing Instruction
IDENTIFIERS- *Ohio

This annotated bibliography contains resources considered helpful for Ohio teachers looking for new strategies or theories about teaching writing. Presented first is an annotated listing of 18 books and articles. Each entry includes some or all of the following: title, author, publication data, brief summary or explanation, and indication of whether the item is available for loan from the Ohio Literacy Resource Center library. The following are among the topics discussed in the items listed: teaching reading and writing to middle and junior high school students; teaching creative and expository writing to children and adults; mastering the writing process; using mini-lessons to help students become effective writers; setting up a writing exchange; understanding the theory and practice of writing; teaching reading and writing to resistant students; treating students as partners to help them control their own learning and master writing; mastering the language, process, and structure of written discourse; developing writing skills through life stories; approaching reading and writing instruction in unorthodox ways; and teaching the basics of writing, including handwriting, punctuation, spelling, vocabulary, sentence and paragraph construction, and essay writing. Concluding the document is an annotated list of four websites that concern writing. (MN)

ED 415 430 CE 075 674

Kerka, Sandra
Competency-Based Education and Training. Myths and Realities.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Behaviorism; Competence; *Competency Based Education; *Curriculum Development; *Education Work Relationship; Educational Objectives; Educational Philosophy; *Educational Practices; Educational Principles; Educational Trends; Employer Attitudes; Humanism; Program Effectiveness; Secondary Education; *Vocational Education
IDENTIFIERS- National Vocational Qualifications (England)

Proponents of competency-based education and training (CBET) promote it as a way to improve the correspondence between education/training and workplace requirements. CBET's opponents consider it excessively reductionist, narrow, and rigid, as

ED 415 447 CG 028 046

Palmer, Laura; Lee, Sandra
Mandatory Reporting of Child Sexual Abuse and the Responsibility To Serve the Best Interest of the Client: An Ethical Dilemma?
PUB DATE- 94
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Child Abuse; *Codes of Ethics; *Confidentiality; *Conflict of Interest; Counselor Client Relationship; Counselor Role; Elementary Secondary Education; Legal Responsibility; *Sexual Abuse
IDENTIFIERS- *Mandatory Reporting of Abuse

Most professional psychologists who practice with children will face the ethical dilemma of child abuse reporting at some point in their careers. This paper explores the ethical dilemma inherent between ethics that charge psychologists to always choose a course of action best serving the client and mandatory child abuse reporting laws. Some of the current definitions of the laws and of ethical principles are reviewed, along with relevant statistics and research. The current practices in child welfare and law enforcement, which the professional psychologist should be aware of when faced with making a report of suspected child abuse, are also detailed. The paper is organized around questions which encourage the reader to assess his or her position on this issue and it offers several short- and long-term interventions for the problem of child abuse. It concludes that the available evidence suggests it is in the best interest of all children to report perpetrators of child abuse when legally mandated, but, with awareness of the therapeutic and legal consequences. (Contains 73 references.) (RJM)

ED 415 448 CG 028 090

Ediger, Marlow
Character Education and the Curriculum.
PUB DATE- 97
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Citizenship Education; *Cooperative Learning; *Curriculum Development; Elementary Secondary Education; Social Reinforcement; Student Development; Values; *Values Education
IDENTIFIERS- Character Development; *Character Education

Educators bring up the importance of character education periodically in articles written and speeches given at teacher education conventions. They believe that pupils need to develop well in the moral as well as academic dimensions. There are major problems in society today such as drug abuse, gang membership, intoxication, teenage pregnancy, violence, dishonesty, and other forms of disruptive behavior. There are also problems of impoliteness, rudeness, lack of patience, and unconcern for others that also indicate character education is important for pupils. Based on problems in society, educators may establish worthwhile goals for pupil attainment. These goals should stress knowledge, skills, and attitudinal ends. Appropriate balance among these three kinds of objectives need to be emphasized in teaching and learning. Learning opportunities need to be chosen which guide pupils to achieve

ED 415 467 CG 028 243

Kronick, Robert F.
At Risk Youth: Theory, Practice, and Reform--A Dilemma.
PUB DATE- 97
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adolescents; Children; Elementary Secondary Education; High Risk Students; Intervention; Models; Prevention; *School Community Programs; School Community Relationship; Youth Problems

The term "at-risk" has changed significantly in its usage and some of the insights offered by college students studying at-risk youth are presented in this paper. Their observations are grouped under what it means to be an at-risk youth; measurement techniques, such as the status or cohort method, which are used to identify such youth; the importance of viewing at-risk youth from an ecological perspective; the information which can be gleaned from viewing at-risk youth from a systems approach; the importance of social climate in understanding the behavior of at-risk youth; the ways in which organizational theory can help in conceptualizing student performance; and the need to determine whether or not an intervention should target the individual or the entire system. The review also explores school/human services collaboration, particularly the need for full-service schools in which all the child's needs are met. A brief outline of the role that documentary work may play in school/human services is also presented. (Contains 18 references.) (RJM)

ED 415 468 CG 028 245

Gillespie, Janet F.
Institutional Review Boards and University Student Research: Learning Opportunities.
PUB DATE- 97
NOTE- 12p.; Paper presented at the Annual Meeting of the American Psychological Association (105th, Chicago, IL, August 15-19, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; *Financial Support; *Higher Education; *Proposal Writing; *Research Opportunities; Research Proposals; Science Education; *Scientific Research; *Student Research
IDENTIFIERS- *Institutional Review Boards; Science Majors

The process of getting one's research approved by an Institutional Review Board (IRB) is detailed in this paper. The article discusses the typical information expected in an IRB proposal and it describes an IRB's role in evaluating a proposed research project, including ethical and scientific questions. The paper focuses on the advantages that accrue to students who take the time to learn about IRBs early in their scientific careers; it also discusses pitfalls that beginning researchers must avoid when proposing research that may involve deception, remuneration of subjects, or sensitive topics. It is explained that most research universities have an IRB, whereas small colleges or undergraduate institutions may not have such

ED 415 487 CS 013 010

Chatis, Corey; Thompson-Hoffman, Susan; de Kanter, Adriana; Moles, Ollie; Steele, Shirley; Howes, Sarah; Doyle, Michelle; Colmenares, Margarita; Vosburgh, Leah; Herman, Menahem; Ballen, Jennifer; Arnold, Chandler
Simple Things You Can Do To Help All Children Read Well and Independently by the Third Grade. America Reads Challenge: Read*Write*Now!
PUB DATE- 97
NOTE- 32p.; For related guidebooks, see CS 013 011-012.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrator Role; *Beginning Reading; *Community Involvement; *Literacy; Parent Participation; Primary Education; *Reading Improvement; *Reading Programs; *Skill Development; Summer Programs; Teacher Role; Universities
IDENTIFIERS- *America Reads Challenge; Read Write Now

This booklet presents suggestions for things people can do to help meet the America Reads Challenge of having all children read well and independently by the end of third grade. One of the ways to meet this challenge is through the research-based community reading initiative, called READ*WRITE*NOW!, which encourages students to read and write at least 30 minutes a day for 5 days a week. The introduction discusses how to start an after-school, weekend, or summer literacy program. The booklet then presents simple things that families, child care providers, schools, librarians, grandparents, seniors, and concerned citizens, community, cultural, and religious organizations, universities, employers, and the media can do to help. Contains a list of seven America Reads Challenge materials and addresses of 18 public and private organizations that are sources of literacy information. (RS)

ED 415 488 CS 013 011

Topolovac, Ellie; Sammuli, Marla; Smith, Mary Ann
Checkpoints for Progress in Reading and Writing for Teachers and Learning Partners. America Reads Challenge: Read*Write*Now!
PUB DATE- 97
NOTE- 36p.; For a similar related guidebook for Families and Communities, see CS 013 010 - 012.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Developmental Stages; Elementary Secondary Education; *Literacy; Preschool Education; *Reading Ability; Reading Materials; Reading Skills; *Skill Development; *Writing Ability; Writing Skills
IDENTIFIERS- America Reads Challenge

Developed as part of the America Reads Challenge, this booklet helps teachers and learning partners to identify "checkpoints"--what most children can do in reading and writing by developmental periods and what most children can read, by grade level. The checkpoints are grouped largely by three-year developmental periods because children of the same age and

ED 415 508 CS 216 146

Shaughnessy, Michael F.; Eastham, Nicholas
Using the College/University Library for a Term Paper.
PUB DATE- 98
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Libraries; Higher Education; Information Sources; *Internet; Online Systems; *Research Papers (Students); Student Needs; Undergraduate Students; *Writing Laboratories
IDENTIFIERS- ERIC

This paper reviews basic information needed by college students to write a term paper. Sources of information are discussed (i.e. books and journal articles), as are the "nuts and bolts" of procuring the needed information to write a quality term paper. The ERIC system and the Internet are discussed; particular attention is paid to the various university writing labs that are available on the Internet. (Author/NKA)

ED 415 509 CS 216 147

Augenbraum, Harold, Ed.; Fernandez Olmos, Margarite, Ed.
The Latino Reader: An American Literary Tradition from 1542 to the Present.
PUB DATE- 97
NOTE- 530p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Anthologies; *Authors; *Cultural Context; *Hispanic American Culture; *Latin American Literature; Literary Genres; *Mexican American Literature; *Mexican Americans; United States History
IDENTIFIERS- Latinas; Latinos; Literature in Translation

This anthology is the first to present the full history of the Latino literary tradition from its mid-sixteenth-century beginnings to the present day. The wide-ranging selections include works of history, memoirs, letters, and essays, as well as fiction, poetry, and drama. Adding to the anthology are several selections from rare and little-known texts that have been translated into English for the first time. Included also are some works by writers not usually associated with the Latino tradition, notably poems by William Carlos Williams and an excerpt from the novel "City of Night" by John Rechy. More familiar Latino writing ranges from "The Account" (1542) by Cabeza de Vaca to excerpts from Rudolfo Anaya's novel "Bless Me, Ultima," Luis Valdez's drama "Zoot Suit," poetry by Lorna Dee Cervantes, essays by Richard Rodriguez, and fiction by Sandra Cisneros and Oscar Hijuelos. Following an introduction by the editors, the anthology is organized broadly into three parts: "Encounters"; "Prelude"; and "Latino United States." (NKA)

ED 415 510 CS 216 148

Orr, Gregory, Ed.; Voigt, Ellen Bryant, Ed.
Poets Teaching Poets: Self and the World.

ED 415 529 CS 509 652

Mazloff, Debra C.
Simulating Organizational Life: Self-Directed Teams in the Classroom.
PUB DATE- 97
NOTE- 16p.; Paper presented at the Annual Meeting of the National Communication Association (83rd, Chicago, IL, November 19-23, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication Skills; Experiential Learning; Group Dynamics; Higher Education; *Instructional Innovation; Learning Strategies; *Organizational Communication; *Self Directed Groups; *Simulation; Student Motivation; Teacher Student Relationship; *Team Training; Teamwork
IDENTIFIERS- *Learning Environment; Organizational Culture

During the past decade, many American companies have shifted their work styles from classically controlling management styles to self-motivating teams. For this reason, a few communication educators are now exploring alternative models of teaching. If students have the opportunity to experience many of the concepts covered in organizational communication, they will be more likely to remember the information when faced with the same phenomena in the business world. By structuring an organizational communication course around the concept of self-directed teams, students take responsibility for their work and communication, improve their performance, and experience many of the facets of organizational communication. Collaborative or cooperative techniques help students get a better understanding of work in the "real world." In a model, created by both a professor and students, organizational life was simulated for the classroom. Decisions regarding texts, general content, and loosely structured assignments were made by the professor with room for student input. Teams implemented their own rules which were appropriate for members, and the shape of assignments was decided by the class. Student ideas permeated the course content. In their final evaluations, students reported having a positive experience. Probably the most glaring weakness of this model was lack of student motivation, perhaps due to the lack of identification of a concrete shared goal. (Contains 12 references.) (CR)

ED 415 530 CS 509 653

Sheeler, Kristina K. Horn
Leadership, Communicator Style, and Gender: A Propositional Analysis.
PUB DATE- 97
NOTE- 26p.; Paper presented at the Annual Meeting of the National Communication Association (83rd, Chicago, IL, November 19-23, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Effectiveness; Communication Problems; Communication Research; *Communication Skills; Interpersonal Communication; *Leadership; Literature Reviews;

ED 415 547 CS 509 672

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (80th, Chicago, Illinois, July 30-August 2, 1997): Visual Communication.
PUB DATE- 97
NOTE- 180p.; Some papers contain photocopied material that may not reproduce well. For other sections of these Proceedings, see CS 509 657-676.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Research/Technical (143)
DESCRIPTORS- Advertising; Color; *Females; Graphic Arts; Higher Education; Illustrations; *Journalism Education; Journalism History; Media Research; Newspapers; Periodicals; *Photojournalism; Sexuality; State Courts
IDENTIFIERS- Chicago Tribune IL; Television News; *Visual Communication

The Visual Communication section of the Proceedings contains the following seven papers: "Teaching the Use of Color: A Survey of Visual Communication Division Members" (Lyle D. Olson and Roxanne Lucchesi); "The Development of Self- Efficacy in Young Women in Relation to the Perception of Attention to Sexuality as Power in Advertising Images" (Cecelia Baldwin); "Cameras in Courtrooms: Dimensions of Attitude of State Supreme Court Justices" (F. Dennis Hale); "A Time Out of Mind: When the Chicago Tribune Rescued Trapped Suburban Women" (Alan Fried); "The Flapper in the Art of John Held, Jr.: Modernity, Post-Feminism, and the Meaning of Women's Bodies in 1920s Magazine Cover Illustration" (Carolyn L. Kitch); "Political Endorsements in Daily Newspapers and Photographic Coverage of Candidates in the 1995 Louisiana Gubernatorial Campaign" (John Mark King); and "Learning News through the Mind's Eye: The Impact of Supporting Graphics in Television News" (Stefan A. Jenzowsky; Thomas Knieper; Klaus B. Reginek). Individual papers contain references. (RS)

ED 415 548 CS 509 673

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (80th, Chicago, Illinois, July 30-August 2, 1997): Media and Disability.
PUB DATE- 97
NOTE- 219p.; For other sections of these Proceedings, see CS 509 657-676.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Research/Technical (143)
DESCRIPTORS- Critical Theory; *Disabilities; Ethnic Groups; *Feminism; Higher Education; Mass Media Role; *Media Research; Models; *Newspapers; Periodicals; Presidential Campaigns (United States)
IDENTIFIERS- Americans with Disabilities Act 1990; Chicago Tribune IL; *Media Coverage; Roosevelt (Franklin D)

The Media and Disability section of the Proceedings contains the following eight papers: "Disability Publication Demographics and Coverage Models" (Lillie S. Ransom); "Franklin Delano Roosevelt and His Disability: The 'Chicago Tribune' and the 1936 Election" (Darlene Jirikowic); "A Search for Indications of Disability Culture in Magazines Marketed to the Disability Community" (Jeffrey Alan John); "The Americans with

ED 415 567 CS 509 710

Cyphert, Dale
Public Speaking in a Second Language: An Investigation of Student Apprehensions.
PUB DATE- 97
NOTE- 26p.; Paper presented at the Annual Meeting of the National Communication Association (83rd, Chicago, IL, November 19-23, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication Apprehension; Curriculum Research; *English (Second Language); *Foreign Students; Higher Education; *Public Speaking; Questionnaires; *Student Needs; Teacher Surveys
IDENTIFIERS- *Nonnative Speakers; Reticence

A study examined the appropriateness of a university reticence program for students who speak English as a Second Language (ESL). An analysis of enrollment indicated that ESL students were enrolling in the reticence program in proportions that exceeded their own enrollment in the university and that ESL students were more likely than native speakers to enroll in the reticence option. A questionnaire was distributed to 50 faculty and teaching assistants who were responsible for one or more sections of the basic speech course. These surveys and interviews were used to gain insight into the appropriateness of either regular public speaking classes or the reticence program to address ESL students' speech skills and apprehension needs. The study concluded that while the current self-selection of students into reticence sections is not an appropriate choice from the available options, neither course addresses the specific skill or apprehension issues of second language public speaking. (Contains 27 references and 6 notes). (Author/NKA)

ED 415 568 CS 509 711

Yates, Bradford L.
Media Literacy: A Health Education Perspective.
PUB DATE- 97
NOTE- 28p.; Paper presented at the Annual Meeting of the National Communication Association (83rd, Chicago, IL, November 19-23, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Critical Thinking; *Health Education; Higher Education; Literature Reviews; *Mass Media Role; Secondary Education; Student Behavior
IDENTIFIERS- *Health Communication; Media Education; *Media Literacy; Message Perception

This paper argues for an increase in media literacy training to help students combat the mixed health messages found in the media. Media literacy is defined as the ability to access, analyze, evaluate, and produce media messages. Much of the paper deals with laying out specific exercises school health educators and other teachers can use to incorporate media literacy into health education. The paper suggests that through

ED 415 587 EA 028 868

Dougherty, Barbara
Policy Briefing: Block Scheduling in Secondary Schools. PREL Briefing Paper.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adolescents; Alternate Day Schedules; *Block Scheduling; Educational Strategies; *Flexible Scheduling; Models; Program Descriptions; *School Schedules; Secondary Education; Student Needs; Time Blocks; *Time Factors (Learning)
IDENTIFIERS- 4 X 4 Schedule

Previous research has shown that by varying instructional time, schools can better accommodate students' different rates of learning. One method that schools use to meet this challenge is block scheduling; different models which are described. The focus is on the benefits and disadvantages of various models. One of the benefits is block scheduling's ability to offer longer time periods to implement group cooperative/collaborative learning, hands-on activities, student projects, and integrated or interdisciplinary activities. Some of the models include the 4 x 4 plan, which features a two-semester school year where the school day is divided into four instructional periods, each approximately 90 minutes long; and the Alternate Day Plan, in which students take eight 90-minute classes that meet every other day. Some other models are also briefly described. Such plans allow teachers to extend explorations and put teachers in daily contact with fewer students. However, some research indicates that student achievement may not be sustained with block scheduling and the amount of subject area content may actually decrease. The report concludes with suggestions for implementing block scheduling, such as informing all stakeholders and creating evaluation strategies. (Contains 10 References.) (RJM)

ED 415 588 EA 028 869

Mann, Monica
Professional Development for Educational Leaders. PREL Briefing Paper.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrators; *Educational Administration; Elementary Secondary Education; Leadership; *Leadership Training; Management Development; Principals; *Professional Development; Program Descriptions; *School Administration; Superintendents

The need for the systemic development of principals, vice-principals, and administrators in central offices is discussed. This paper is intended to inform and inspire decision makers to

ED 415 607 EC 306 074

Interventions for Students with Learning Disabilities.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 97
NOTE- 17p.; For related bibliography, see EC 306 092.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Beginning Reading; Decoding (Reading); Elementary Education; *Intervention; *Learning Disabilities; *Learning Strategies; Metacognition; Phoneme Grapheme Correspondence; Phonics; Phonology; *Reading Instruction; Teaching Methods
IDENTIFIERS- *Phonological Awareness

This news digest issue, which accompanies a bibliography titled "Learning Strategies for Students with Learning Disabilities", focuses on two promising interventions for students with learning disabilities: helping students develop their use of learning strategies and helping them develop their phonological awareness. In the first article, titled "Teaching Students with Learning Disabilities To Use Learning Strategies," Neil Sturomski briefly discusses the learning difficulties of students with learning disabilities, defines "learning strategies," gives examples from the reading field, and reviews research on the use of learning strategies. He then details a six-step process for teaching learning strategies: (1) pretest and motivate students, (2) describe the strategy, (3) model the strategy, (4) practice the strategy, (5) provide feedback, and (6) promote generalization. The second article is "Phonological Awareness" by William Ellis. It discusses the important role that phonological awareness plays in reading ability and notes that 15 to 20 percent of children do not learn to read successfully unless they receive direct instruction in phonological awareness. This article also offers suggestions for activities to enhance phonemic awareness in students and urges better training of teachers in phonemic awareness. (The two articles contain 26 and 25 references, respectively.) (DB)

ED 415 608 EC 306 075

Porter, Stephanie, Ed.; Haynie, Marilynn, Ed.; Bierle, Timaree, Ed.; Caldwell, Terry Heintz, Ed.; Palfrey, Judith S., Ed.
Children and Youth Assisted by Medical Technology in Educational Settings: Guidelines for Care. Second Edition.
PUB DATE- 97
NOTE- 394p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Ancillary School Services; *Assistive Devices (for Disabled); Check Lists; Disease Control; Elementary Secondary Education; Guidelines; Legal Responsibility; *Medical Services; *School Health Services; *Special Health Problems; Technology; Transportation
IDENTIFIERS- *Medical Technology; *Medically Fragile

ED 415 626 EC 306 106

Erickson, Ronald N.; Thurlow, Martha
State Special Education Outcomes, 1997: A Report on State Activities during Educational Reform.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 97
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Academic Standards; *Accountability; *Disabilities; *Educational Assessment; Educational Testing; Elementary Secondary Education; Evaluation Methods; Individualized Education Programs; National Surveys; Outcomes of Education; Special Education; *State Programs; *Student Evaluation; *Student Participation; Tables (Data)
IDENTIFIERS- *Testing Accommodations (Disabilities)

This report presents the results of a survey of state directors of special education from the 50 regular states and 6 unique states, which examined several aspects of state-level educational accountability systems and their inclusion of students with disabilities. Specific sections address: students with disabilities and standards-based reform; measuring participation in statewide testing; state activities in developing alternate assessments; using assessment results for students with disabilities; Individualized Educational Programs (IEP) and assessment; measuring non-academic outcomes for students with disabilities; and current issues and technical assistance needs. Findings of the survey indicate: (1) most state special education divisions or units report being very involved with statewide educational reform efforts; (2) only 32 states report having readily available information on the numbers of students with disabilities who participate in any of their statewide assessments; (3) state directors point to the altruistic motivations of parents and teachers and high stakes for schools as the leading factors that inhibit greater participation of students with disabilities in assessment programs; and (4) only six states require IEPs to document the linkage between a student's individual goals and objectives and the state's content or curriculum standards. An appendix includes data on state directors' level of involvement in reform activities. (CR)

ED 415 627 EC 306 107

Langenfeld, Karen; Thurlow, Martha; Scott, Dorene
High Stakes Testing for Students: Unanswered Questions and Implications for Students with Disabilities. Synthesis Report 26.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 97
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Standards; Accountability; Cost Effectiveness; Curriculum Development; *Disabilities; *Educational Assessment; Educational Environment; Educational

ED 415 644 EC 306 127

Taylor, George R.
Curriculum Strategies for Teaching Social Skills to the Disabled: Dealing with Inappropriate Behaviors.
PUB DATE- 97
NOTE- 217p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Behavior Problems; Curriculum; *Curriculum Design; Curriculum Development; *Disabilities; Educational Environment; Elementary Secondary Education; Federal Legislation; Filmstrips; Inclusive Schools; *Interpersonal Communication; *Interpersonal Competence; Intervention; Learning Strategies; Parent Role; Self Esteem; *Social Behavior; *Social Development
IDENTIFIERS- *Social Skills Training

This social skills curriculum has been developed as a guide to assist in instructing students with disabilities in determining what behaviors are and are not acceptable in our society. Chapters include: (1) "The Disabled, Classified and Defined" (George R. Taylor and J. Richard Rembold); (2) "Social Learning Theories: An Overview" (Taylor and Francis Harrington); (3) "Behavioral, Social, and Academic Characteristics of Disabled Individuals" (Helen Brantley); (4) "Behavioral Styles of Disabled Individuals" (Taylor and Thaddaus Phillips); (5) "Application of Social Learning Theories to Social Situations" (Taylor); (6) "Practical Application of Social Learning Theories To Educating Disabled Individuals" (Taylor and Phillips); (7) "Direct Intervention Techniques for Teaching Social Skills to Disabled Individuals" (Shirley Edwards and Lois Nixon); (8) "Parental Roles in Social Skills Development" (Lavania Lee Rice-Fitzpatrick and Harrington); and (9) "Social/Interpersonal Skills Curriculum for Disabled Individuals" (Taylor and others). The last chapter summarizes research findings on environmental influences on social skills and discusses using a holistic approach to transform the school environment and promote self-esteem. Appendices include a list of recommended social skills to be taught in inclusive schools, evaluation forms, some cooperative learning strategies, films and filmstrips on social skills, relevant federal legislation, and glossary of terms. (Each chapter contains references.) (CR)

ED 415 645 EC 306 128

Boney, Carolyn S.; Hutson, Margaret H.; Spann, Ora; Seabrook, Luther W.
Data Report on Public School Programs for Children with Disabilities, 1996-1997.
PUB DATE- 97
NOTE- 102p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Delivery Systems; *Disabilities; Elementary Secondary Education; *Enrollment Rate; *Incidence; Inclusive Schools; Preschool Education; *Public Schools; Resource Room Programs; School Districts; Special Education; *Special Education Teachers; *Student Placement

ED 415 663 EF 005 015

Building Ecology & School Design. Technical Bulletin.
SPONS. AGENCY- Environmental Protection Agency, Washington, DC. Office of Radiation and Indoor Air.
PUB DATE- 95
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Research/Technical (143)
DESCRIPTORS- *Building Design; *Built Environment; Construction (Process); *Decision Making; Educational Environment; *Educational Facilities Design; Elementary Secondary Education; Energy Conservation; Floor Layers; *Flooring; Models; *School Buildings
IDENTIFIERS- *Building Ecology; Facility Management

To better understand construction's impact, an overview of building ecology as a concept and as a decision-making model for school systems is provided. "Building ecology" is defined as the interrelationships among people, the built environment, and the natural environment. It has special relevance for school design because most of the users are children; therefore it is important that administrators fully understand the types of materials used in building schools. A material's energy efficiency can be important, as is the lifecycle of any material. A decision-making model is presented, which offers a step-by-step process for determining the best materials to use. How to choose flooring is featured as an extended example of this process. The environmental issues connected with various flooring such as vinyl composition tile, linoleum flooring, carpet, terrazzo, wood flooring, and ceramic tile are detailed. A hypothetical material selection process is offered, along with general recommendations in choosing, installing, and maintaining flooring. (Contains 13 references.) (RJM)

ED 415 664 EF 005 016

Self-Evaluation Instrument: Awards Program for Indoor Air Quality Management in Schools.
PUB DATE- 98
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Air Flow; *Air Pollution; Climate Control; *Educational Facilities; Elementary Schools; Elementary Secondary Education; Interior Space; Public Schools; *School Buildings; School Personnel; Secondary Schools
IDENTIFIERS- *Environmental Management; Indoor Air Quality; *School Evaluation Project; Volatile Organic Compounds

This self-evaluation instrument is used to nominate and evaluate schools for the Indoor Air Quality Management in Schools award. The evaluation contains three categories: Communications/Training; Design; and Operations/Maintenance. Each principle is detailed along with the required criteria used to meet that principle. Communications/Training pertains to school systems only. The communication principle is a formal

ED 415 682 FL 024 984

Report on the Third Year of the ESF-Funded Project to Consolidate and Develop Foreign Language Modules for Students of Other Disciplines and the First Year of the Language Modules Research and Development Project.
PUB DATE- 96
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Second Language Programs; Course Content; Enrollment Rate; Foreign Countries; French; German; Higher Education; Instructional Materials; Italian; *Learning Modules; *Material Development; *Nonmajors; Program Descriptions; Program Effectiveness; Second Language Instruction; *Second Languages; Student Recruitment
IDENTIFIERS- Ireland; *Trinity College (Ireland)

This report details the third year (October 1, 1995-September 30, 1996) of a Trinity College (Ireland) program to offer second language learning modules to students who are not language majors. The modules' objectives are to develop students' communication skills for study, travel, or work abroad during undergraduate years, and to enhance their academic qualifications, vocational prospects, and potential for future mobility. Students can take the language modules for 1 or 2 years; each year of study is complete in itself. Courses in French, German, and Italian are designed for students in specific non- language curriculum areas (the arts, engineering, science, and health sciences). The report outlines the courses offered in 1995-96 and their recruitment, participation, and completion rates, and describes the modules' design and content. It also describes the design and results of testing, and presents brief reports of external evaluations of the French and German modules. A final section describes activities of research and development activities on the project in 1995-96. (MSE)

ED 415 683 FL 024 985

Report on the Fourth Year of the ESF-Funded Project to Consolidate and Develop Foreign Language Modules for Students of Other Disciplines and the Second Year of the Language Modules Research and Development Project.
PUB DATE- 97
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Second Language Programs; Course Content; Enrollment Rate; Foreign Countries; French; German; Higher Education; Instructional Materials; Italian; *Learning Modules; *Material Development; *Nonmajors; Program Descriptions; Program Effectiveness; Second Language Instruction; *Second Languages; Student Recruitment
IDENTIFIERS- Ireland; *Trinity College (Ireland)

The report details the fourth year (October 1996-September 30, 1997) of a Trinity College (Ireland) program to offer second language learning modules to students who are not language majors. The modules' objectives are to develop students' communication skills for study, travel, or work abroad during

ED 415 704 FL 025 012

Hudelson, Sarah, Ed.
English as a Second Language Teacher Resource Handbook. A Practical Guide for K-12 ESL Programs.
PUB DATE- 95
NOTE- 378p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Academic Standards; Childrens Literature; Course Content; *Curriculum Design; Curriculum Development; Educational Trends; Elementary Secondary Education; *English (Second Language); Financial Support; Instructional Materials; Language Skills; Language Tests; Needs Assessment; Program Design; Program Development; Program Evaluation; Second Language Instruction; *Second Language Programs; State Standards; Student Evaluation; Student Needs; Testing; Textbooks; Trend Analysis

The handbook is designed as a practical reference for English-as-a-Second-Language (ESL) teachers, curriculum developers, teacher trainers, and student teachers. It provides basic information on the background of ESL programs and current information on publications, standards, and special materials for elementary and secondary school ESL. It does not prescribe any specific curriculum or approach. An introductory section (P. Bruce Uhrmacher) gives an overview of the different philosophies of curriculum and how this will affect program design. Subsequent chapters include: "Current Trends in ESL Curriculum " (Else V. Hamayan); "Assessing Student Needs" (Caroline T. Linse); "Funding Curriculum Projects"; "Outline of Topics and Skills Covered in Teaching ESL K-12" (Linda New Levine); "State-Level Curriculum Guidelines: An Analysis" (Phillip C. Gonzales); "State-Level Curriculum Guidelines: A Listing"; "Testing as an Assessment Tool" (Mark S. Patkowski); "Recommended Curricular Materials" (Lenora Cook); "Ideas for Special Projects" (Dorothea B. Hickey); "Children's Trade Books: A Guide to Resources" (Violet Harris); "Curriculum Material Producers"; "Statewide Textbook Adoption"; "Index to Reviews of Educational Materials"; and "Kraus Curriculum Development Library Customers." The text of the Hawaii state curriculum guide is appended. (MSE)

ED 415 705 FL 025 013

Skehan, Peter
A Cognitive Approach to Language Learning. Oxford Applied Linguistics.
PUB DATE- 98
NOTE- 331p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Age Differences; Classroom Techniques; *Cognitive Processes; Cognitive Style; Comprehension; Educational Strategies; Gifted; Individual Differences; Language Aptitude; *Language Processing; *Language Tests; *Learning Processes; *Learning Strategies; Learning Theories; Memory; Models; Psycholinguistics; Second Language Learning; Second Languages; Testing; Vocabulary Development

ED 415 725 HE 030 744

Schuller, Tom, Ed.
The Changing University?
PUB DATE- 95
NOTE- 200p.; Papers presented at the Annual Meeting of the Society for Research into Higher Education (Heriot-Watt University, Edinburgh, Scotland, United Kingdom, 1995).
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - General (020),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *Change; Change Agents; College Faculty; Colleges; Comparative Education; Educational Finance; Educational Philosophy; *Educational Trends; Elitism; Financial Support; Foreign Countries; Higher Education; *Institutional Characteristics; Institutional Environment; Institutional Role; Leadership; Leadership Styles; Learning; Learning Modules; Paying for College; Social Influences; Sociocultural Patterns; Student Characteristics; Teaching Methods; *Universities; Vocational Education
IDENTIFIERS- Africa; Australia; *England; Europe; Globalization; New Zealand

This collection of papers investigates change and compares university education experiences worldwide, looking at it from the perspective of numbers of students, range of institutions, funding, institutional functions, boundaries, and directions, orientation of students and staff, and institutional change. After an introduction by Tom Schuler, editor, chapters include: (1) "A Thirty-Year Perspective: From the Sixties to the Nineties" (Leslie Wagner); (2) "The View from Further Education" (Jenny Shaekleton); (3) "Less Control and More Vocationalism: The Australian and New Zealand Experience" (Craig McInnis); (4) "Future Patterns of Teaching and Learning" (Alistair MacFarlane); (5) Increasing Equity in Higher Education: Strategies and Lessons from International Experience" (Thomas Owen Eisemon and Jamil Salmi); (6) "Changing Leadership in Universities" (Robin Middlehurst); (7) "Evolving Roles and Responsibilities: The University in Africa" (Alison Girdwood); (8) "From the Collegial Academy to Corporate Enterprise: The Changing Cultures of Universities" (Ian McNay); (9) "Pay as You Learn? Students in the Changing University" (Christine King); (10) "Changing the Culture of Scholarship to the Culture of Teaching: An American Perspective" (Stephen Brookfield); (11) "Funding a Changing System" (Gwynneth Rigby); (12) "Thinking European: Is UK Higher Education Out of Step?" (John Field); (13) "Funding, Access and Teaching: The Canadian Experience of a Mass System of Higher Education" (Hans Schuetze); and (14) "The Social and Political Vocation of the University in the Global Age" (Radim Palous). (Contains approximately 200 references.) (BF)

ED 415 726 HE 030 745

Peeke, Graham
Mission and Change. Institutional Mission and Its Application to the Management of Further and Higher Education.
PUB DATE- 94
NOTE- 150p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position

ED 415 744 HE 030 888

Osterlind, Steven J.
A National Review of Scholastic Achievement in General Education. How Are We Doing and Why Should We Care? ASHE-ERIC Higher Education Report, Vol. 25, No. 8.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 126p.; For a digest of this report, see HE 030 887.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Achievement Tests; Asian Americans; Black Students; *College Students; Criterion Referenced Tests; English; Ethnic Groups; *General Education; Higher Education; Hispanic Americans; Knowledge Level; Mathematics; Racial Differences; Sciences; Sex Differences; Social Studies; White Students
IDENTIFIERS- *College Basic Academic Subjects Examination

This report describes a study that examined the scholastic achievement of college students in general education. The study evaluated the College Basic Academic Subjects Examination (College BASE) scores of 74,535 students who were tested between 1988 and 1993 at 56 institutions of higher education. The study found that: (1) overall, scores in English were significantly lower than scores in mathematics, science, or social studies; (2) females outperformed males in English, but males outperformed females in the other three subjects; (3) Asian students' achievement in mathematics was much greater than their achievement in the other subjects, especially English; (4) Hispanic students' achievement was highest in social studies; (5) Asian students outperformed all other racial groups in mathematics, whereas Caucasians outperformed all other groups in English, science, and social studies; and (6) Blacks/African Americans lagged far behind all other groups in each of the four areas assessed. The report begins with an introduction, followed by a detailed explanation of the College BASE instrument and the study methodology. Findings are reported both globally and for each subject by sex, ethnic heritage, class standing, and age. Fourteen tables and 15 figures are included. (Contains 71 references.) (DB)

ED 415 745 HE 030 889

Long Term Debt for Short Term Training: Service or Disservice?
PUB DATE- 95
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Finance; Income; *Loan Repayment; Majors (Students); Place of Residence; Postsecondary Education; Program Evaluation; State Programs; *Student Financial Aid; *Student Loan Programs; Vocational Schools
IDENTIFIERS- *Alaska Student Loan Program

An analysis was conducted of the Alaska Student Loan Program (ASLP), especially as it was used for borrowing for short-term training at vocational schools. An immediate effect of the ASLP program was a rapid increase in the number of postsecondary institutions (primarily vocational schools); the peak number of

ED 415 763   HE 030 909

An Educator-in-Residence for the Improvement of College Teaching and Learning at Small, Liberal Arts Colleges.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 91
NOTE- 61p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; Classroom Observation Techniques; *College Instruction; Collegiality; *Faculty Development; General Education; Higher Education; Instructional Improvement; Intercollegiate Cooperation; Interprofessional Relationship; *Liberal Arts; Outcomes of Education; Scholarship; *Small Colleges; *Teacher Evaluation; Teacher Workshops; Teaching Methods
IDENTIFIERS- Educator in Residence

An educator-in-residence directed a two-year professional development program to improve college teaching and student learning. The project was administered at Brescia College (Kentucky) and involved three other colleges of comparable size and mission: St. Mary-of-the Woods College and St. Meinrad College in Indiana and St. Catharine College in Kentucky. The program included individual classroom observations, appraisals, and videotaping by colleagues; group activities, faculty seminars, and workshops; and a full-day professional development conference designed specifically for the four participating colleges. Nine other colleges joined a professional development day during the second year of the project. Training focused on participant achievement of the program's educational outcomes, especially those relating to critical literacy and the scholarly approach to teaching. Evaluation indicated that the project helped faculty in small departments overcome a sense of isolation; helped generate discussions among faculty on the scholarship of teaching; encouraged faculty to experiment with innovative teaching techniques; and highlighted critical literacy across the curriculum. Group activities at Brescia College resulted in a revised plan for general education requirements. Appendices include a monograph describing the project and two sample inventories for observation, feedback, and peer evaluation. (SW)

ED 415 764   HE 030 910

Riskin, Leonard L.
Integrating Dispute Processing into First-Year Law School Courses: A Videotape Series and Evaluation. Final Report.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 93
NOTE- 65p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Arbitration; *Conflict Resolution; Course Content; *Curriculum Development; Higher Education; Instructional Materials; *Law Schools; *Legal Education (Professions); Material Development; *Negotiation Agreements; Videotape Recordings

ED 415 782 HE 030 928

Cave, Martin; Hanney, Stephen; Henkel, Mary; Kogan, Maurice
The Use of Performance Indicators in Higher Education: The Challenge of the Quality Movement. Third Edition. Higher Education Policy Series 34.
PUB DATE- 97
NOTE- 280p.; For the previous edition, see ED 334 951.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accountability; *Educational Assessment; *Educational Objectives; Educational Policy; *Educational Quality; *Evaluation Criteria; Foreign Countries; Higher Education; Input Output Analysis; Instructional Effectiveness; Models; *Performance; Performance Factors; Research; Standards
IDENTIFIERS- *Performance Indicators; *United Kingdom

This book gives an updated account of the present use and status of performance indicators (PIs)in British higher education, a decade after their controversial introduction into higher education policy. The first chapter explores some key issues in the development of PIs, noting that since their introduction as a largely, externally imposed government initiative, these policies have been incorporated into many levels of the management of higher education. This chapter also defines the various categories of PIs, relating them to the measurement of inputs and outputs in higher education. Chapter 2 provides an overview of recent experience in the United Kingdom, the United States, the Netherlands, Australia, Germany, Finland, Sweden, and Norway. Chapters 3 and 4 attempt a closer and more technical survey over a range of countries of the components of PIs of both teaching and research. Chapter 5 moves from analysis of what is now being proposed in different systems to proposed models of how they might be used within the United Kingdom, both by funding bodies and within institutions. Figures and tables summarize some of the model data and performance and research indicators. (Contains approximately 400 references.) (WD)

ED 415 783 HE 030 929

Ethics Across the Curriculum.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 95
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College Curriculum; College Faculty; *Critical Thinking; *Curriculum Development; *Curriculum Evaluation; *Ethical Instruction; Higher Education; Undergraduate Study
IDENTIFIERS- Collegiate Assess Acad Prof Crit Think Test; Critical Incident Technique; Critical Thinking Test; Defining Issues Test; *Utah Valley State College

This final project report describes a 3-year project designed to integrate ethics into all disciplines at Utah Valley State College to introduce students to ethical complications they may face in their careers and vocations. Fifty faculty members participated in the project, the major components of which involved a 2-week summer seminar in ethics; monthly meetings held with scholars; weekly meetings between faculty and eight ethics faculty members who gave guidance on curriculum

Legaspi, Perla E.
The Academe in the Promotion of Adult Literacy.
PUB DATE- 97
NOTE- 8p.; Paper presented at the Asia Literacy Regional Forum (Manila, Philippines, May 5-9, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Community Development; Cooperative Programs; Coordination; Developing Nations; *Distance Education; Educational Cooperation; Educational Development; Educational Needs; Educational Research; *Extension Education; Foreign Countries; Higher Education; Illiteracy; *Literacy Education; *Nonformal Education; *Universities
IDENTIFIERS- *Philippines

The delivery of literacy services by state universities in the Philippines is embedded in their academic functions of instruction/teaching, research and development, consultancy, and extension services. To reach a larger clientele and democratize access to education, the University of the Philippines (UP) has established the Open University. The Philippine Normal University has a developed a comprehensive development plan for the second district of Negros Occidental region with the following components that promote adult literacy: Nonformal Education for the Out-of-School Youth, Nonformal Education for Adults, and Continuing and Lifelong Education Program. UP has a very strong extension program. Among the services under this volunteer program that relate to the promotion of adult literacy are the following: Affirmative Action Program; Pinatubo Rehabilitation and Resettlement Program; Ecology Camp; Coastal Resource Management Program; Service Learning; Tutorial Program; Community Empowerment Program; Training and Technical Assistance Programs; and Farmer Scientist Program. Through its Education Research Program, UP is involved in the conceptualization and operationalization of the Comprehensive Education and Community Development Program of Valencia, Negros Oriental, a joint program intended to respond to all the education needs of the locality by articulating all education and training programs and linking them to municipal development and plans and programs. (YLB)

ED 415 338 CE 075 349

Fraser, Jane
How Learning Styles of Native Students Are Different from Multicultural Students.
PUB DATE- 96
NOTE- 18p.; Paper presented at the Conference on Urban Ethnography (Philadelphia, PA, March 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Students; American Indian Culture; *Canada Natives; *Cognitive Style; Cultural Background; Cultural Context; *Cultural Differences; Cultural Relevance; *Culturally Relevant Education; Educational Environment; English (Second Language); Foreign Countries; Immigrants; Literacy Education; Minority

Pittsburgh PA

A study between college students from two different cultural and social backgrounds who were undecided about careers assessed levels of indecision, social support, and self-esteem. The context for the study was career indecision research showing that cultural values and specific characteristics of Hispanics and Latinos were deeply rooted in their social and cultural traditions. A demographic questionnaire, Career Decision Scale (CDS), Self-Esteem Inventory--Adult Form (SEI), and the Social Support Scale (SSS) gathered information from 140 undergraduate students at counseling centers at the University of Pittsburgh (n=69) and the Universidad del Pacifico, Peru (n=71). Statistical analyses included Pearson-Product Moment Coefficients, multiple regression analyses, and t-tests. Findings indicated a positive correlation between the variables of social support and self-esteem, amd career indecision for both groups. Analyses of the variables of social support and self-esteem as predictors of career indecision found no significance for Pittsburgh participants; for Peru participants, 29 percent of the indecision variance could be attributed to social support and self-esteem. The groups were similar when comparing social support and self-esteem, but the Pittsburgh sample showed more career indecision. Lack of career choices available in the Peruvian educational system and cultural characteristics for selecting specific professional degrees may be related to the career decision making of Peru students. (37 references) (YLB)

ED 415 357 CE 075 512

Fusco, Dana R.; Hecht, Deborah

Occupational Preferences among Middle School Girls and Boys Participating in Service Learning.

SPONS. AGENCY- Grant (W.T.) Foundation, New York, NY.

PUB DATE- 97

NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997. For related documents, see CE 075 513-514.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Career Choice; Career Education; Educational Research; Experiential Learning; Intermediate Grades; Junior High Schools; Learning Experience; Middle Schools; School Community Programs; School Community Relationship; *Service Learning; *Sex Differences; *Student Attitudes; *Student Participation; Student Volunteers; Work Experience

IDENTIFIERS- *Middle School Students

A study compared the occupational preferences of middle-school girls and boys and examined whether service learning influences students' career interests. The sample included 717 middle school students at pretesting and 583 students at posttesting. Boys comprised 49 percent of the sample and girls 51 percent. Students attended five different service learning schools located in or near New York City. Students worked at these types of service sites: preschools, elementary schools, senior centers, nursing homes, environmental and community projects, school-based projects, offices, and libraries. During 1992-95, the Student Service Learning Survey was completed by students before and after their service learning experience. It assessed students' beliefs and attitudes about service learning and school in three areas: psychosocial, job-related, and academic. Gender differences were found in the areas of sports, arts, where their children can make friends. They also provide organized activities and services such as laundry, hair care, and child care, provided by mothers themselves on a part-time basis. These centers ease the isolation that mothers feel when they are out of the work force, and they also help women ease the transition back into the work force. (KC)

ED 415 375 CE 075 552

Wichowski, Chester P.; Erwin, Nancy Budnovitch; Walker, Thomas J.
Content Standards for the Professional Development of Workplace Learning Teacher Coordinators and Teacher Leaders.
PUB DATE- 97
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cooperative Education; Curriculum Development; Educational Needs; *Graduate Study; Higher Education; *Job Analysis; Leaders; *Leadership; Needs Assessment; Postsecondary Education; *Professional Development; School Counselors; Secondary Education; State Programs; Statewide Planning; Task Analysis; Teacher Certification; Vocational Directors; Vocational Education; *Vocational Education Teachers
IDENTIFIERS- *DACUM Process; Pennsylvania

Pennsylvania has three regional Professional Personnel Development Centers responsible for the delivery of services around a block of common objectives designed to meet the professional development needs of vocational educators. The Developing a Curriculum (DACUM) process has been used to address two areas of need identified by the Temple University Center for Vocational Education Professional Personnel Development: the roles of the Workplace Learning Teacher Coordinator (WLTC) and the Teacher Leader. The center has developed a definition for the WLTC and a DACUM chart. This chart of 10 duty categories with 125 task items has been converted to a survey and validated on three dimensions: level of importance, degree of difficulty, and frequency of occurrence. The DACUM chart is currently being applied as a standard to revise the Cooperative Vocational Education Teacher Coordinators Certification Program at Temple University (Philadelphia). A second DACUM process has been used to satisfy two concerns: a clearer definition of the mission and purpose of the role of lead teachers and a more formal method of acquiring graduate credit in this area of leadership. A survey has been used to validate the DACUM chart according to three criteria used in the survey. The DACUM process has led to development of the Teacher Leadership Network, Teacher Leadership Master's Degree, and Teacher Leadership Certificate. (Half of the document consists of appendixes containing WLTC validation instrument and mean ratings and WLTC and Lead Teacher DACUM charts.) (YLB)

ED 415 376 CE 075 553

Norris, Dave N.; King, Christopher T.
Hawaii Food Stamp Employment and Training/JOBS Conformance Demonstration: Cost Evaluation Final Report.
SPONS. AGENCY- Hawaii State Dept. of Human Services, Honolulu.
PUB DATE- 97
NOTE- 38p.; For a related document, see CE 075 554.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports -

PUB DATE- 96
NOTE- 121p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Basic Education; Cooperative Programs; Educational Needs; *Employment Potential; *Employment Programs; Employment Services; Federal Legislation; Hearings; *Institutional Cooperation; *Job Skills; *Job Training; Models; Needs; Policy Formation; Postsecondary Education; Public Policy
IDENTIFIERS- Congress 104th

This document reports the oral and written testimony submitted at a Congressional hearing on how job training works--how effective employment training programs succeed and how that success is measured. The hearing was based on a General Accounting Office study that found four hallmarks of effective job training: individual commitment, removal of personal barriers to employment, a focus on basic employment skills, and a close connection to the realities of the local job market. Witnesses included persons who had completed job training programs, operators of nonprofit organizations that conduct job training, government officials involved in job training programs, and representatives of corporations such as Marriott International that conduct extensive job training programs. The testimony focused on the need to coordinate efforts of job training programs so that potential participants do not have to work through a maze of hundreds of agencies. The witnesses pointed out that even well-educated people and professionals in the human services field have a hard time determining which agencies can help them and how to find those agencies. Some of the witnesses endorsed one-stop services such as those supported in the GI Bill and in a proposed Career Bill. (KC)

ED 415 394 CE 075 601

U.S. Trade Competitiveness and Work Force Education and Training. Hearing before the Subcommittee on Trade of the Committee on Ways and Means. House of Representatives, One Hundred Fourth Congress, Second Session (July 25, 1996).
PUB DATE- 97
NOTE- 144p.; Serial No. 104-88.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Cooperative Programs; Demand Occupations; Educational Legislation; Elementary Secondary Education; *Employer Attitudes; Employment Projections; Federal Legislation; Futures (of Society); Hearings; *Institutional Cooperation; *Job Training; *Labor Force Development; *Labor Needs; Policy Formation; Postsecondary Education; *Public Policy; Technological Advancement
IDENTIFIERS- Congress 104th; *Economic Competitiveness

This document reports the oral and written testimony submitted at a Congressional hearing on ways in which the government, business, and industry are working to improve the competitiveness of the U.S. work force through education and training initiatives. Witnesses included the following: U.S. Secretary of Labor Robert Reich; U.S. Department of Education Assistant Secretary David Longanecker; Thomas Bailey, Columbia University Institute on Education and the Economy; Howard Rosen, Competitiveness Policy Council; Howard Samuel, Council on Competitiveness; Stanley Litow, IBM Foundation; Roberts Jones, National Alliance of Business; Leo Reddy, National

Education; *Interaction Process Analysis; Learning Processes; Online Systems; *Teacher Student Relationship; Teaching Methods

The interaction needs and performance of distance learners in synchronous and asynchronous classes were compared in a study of 313 students enrolled in 16 distance education courses at Iowa State University in 1995 and 1996. The courses were offered through traditional face-to-face classroom instruction, over the Iowa Communications Network (ICN), and via videotape. The students completed a questionnaire consisting of 68 interaction statements that were measured on an 8-point Likert-type scale. Most learners believed that experiences aimed at interaction between learner and instructor were slightly to very positively related to their learning. They also deemed instructors' interest, teaching skills, and personal interaction with learners important to the learning process. Opportunities to discuss assignments and/or course work with instructors were viewed positively by both groups of learners. The asynchronous learners did not consider that learning individually was a hindrance to their education; however, synchronous ICN learners indicated a dislike for being the only learner at a particular learning site. When the interaction needs of learners receiving instruction by the different delivery methods were compared, no significant differences were found. Neither was there any significant difference in the two groups' grade distributions. (Contains 12 references.) (MN)

ED 415 412 CE 075 635

European Year of Lifelong Learning 1996.
PUB DATE- 97
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; Adult Education; Case Studies; Corporate Support; Developed Nations; *Distance Education; Educational Discrimination; *Educational Innovation; Elementary Secondary Education; Foreign Countries; Job Training; *Lifelong Learning; Program Descriptions; *School Business Relationship; Vocational Education
IDENTIFIERS- European Union

This publication provides glimpses of how different individuals and organizations have responded to the spirit of lifelong learning during the European Year. Each case study consists of the project's location, name, and objective and brief description. They include the following: Chapito Project, Lisbon, Portugal; Ligerius Project, a Franco-Italian joint venture; Cultural Crossroads Project, Brussels, Belgium; Live at 3, Dublin, Ireland; Women--Training--Employment, Varese, Italy; Cicero Project, Sheffield, United Kingdom; Learning Boutiques, Denmark; Adult Education in Grenada, Spain; Lifelong Learning and the Information Society, Sweden; Measuring Information Technology Literacy at Large and in Schools, Netherlands; New Perspectives in Distance Learning, Galicia, Spain; Integrating the Internet in Schools, Luxembourg; Flexible Learning in Continuing Education, Norway; Older People's Pearls of Wisdom, Antwerp, Belgium; 16 Cities in Teleconference, Italy; Job Training on Video, Germany; A Study of Attitudes to Training, Iceland; The Learning Train, Finland; For the Young, Learning Should be Fun, Austria; The Festival of Learning, Liechtenstein; Living and Learning at 60 , Hamburg, Germany; and Opening Horizons in Our Region, Greece. The case studies cover four themes: breaking down barriers; providing well as theoretically, empirically, and pedagogically unsound. The following are among the issues surrounding CBET: (1) the relative merits of the behaviorist and holistic approaches to CBET; (2) the question of whether CBET gives employers what they want (alternatively, the question of whether CBET's focus on qualifications related to required performance in the workplace outweighs its costs, uncertain suitability for their work force, and confusing language/jargon); and (3) the question of whether CBET's curriculum is being driven by government, employers, or educational institutions). Some have suggested that the economic basis of CBET neglects the wider cultural and social purposes of learning and the rights of all stakeholders to determine those purposes. Others have asserted that, with more emphasis on a holistic conception of competence and education for citizenship and cultural understanding, well-done CBET can find a realistic middle ground between the humanist and behaviorist perspectives, thereby taking another step toward breaking down the divisions between general and vocational education. (Contains 18 references) (MN)

ED 415 431 CE 075 675

Brown, Bettina Lankard
Is Vocational Education Making a Difference for High-Risk Populations? Myths and Realities.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *At Risk Persons; Demonstration Programs; Disadvantaged; *Dropout Prevention; Education Work Relationship; *Outcomes of Education; Postsecondary Education; Program Effectiveness; *Salary Wage Differentials; Secondary Education; *Skill Development; Special Needs Students; *Vocational Education

Vocational Education (VE) has long been recognized for its "hands-on" approach to education and ability to demonstrate a connection between school and employment. The consensus of the literature is that VE facilitates student skill development, retention in school, and employment. According to the research, reducing the dropout rate is the most common outcome of VE for at-risk populations. VE has also been demonstrated to raise the employment and earnings of at-risk youth and adults. Programs targeted to a specific segment of the at-risk population or a specific area of need have been especially successful in increasing employment and earnings of program completers. The research has also shown that skill development (academic and vocational) is only one factor impeding the continued education and employment of at-risk populations. To improve their status in life, disadvantaged individuals need vocational programs to connect them to the support services such as the following: assessment, counseling, mentoring, resume writing, referral, placement in full-time positions, follow-up, and continued educational opportunities. Employers, mentors, and other community members, including parents, can augment VE by helping at-risk persons bridge the gap between their current status and realization of their life and work potential. (MN)

ED 415 432 CE 075 676

objectives The learning opportunities need to be interesting for pupils and stress active learner involvement. Individual differences need adequate provision so that each pupil may achieve as much as possible in character education. Pupils' motivation and optimal progress are important in the character education curriculum. Evaluation procedures need to be selected which will assist pupils to achieve in the arena of character education. The evaluation procedures should not be separated from the objectives and learning opportunities. Thus what are evaluated as being deficiencies in character now become a part of the new objectives. To achieve the new objectives, pupils need to experience diverse learning opportunities. (Author)

ED 415 449 CG 028 180

Juvenile Justice: Building a Safer Future. Florida Department of Juvenile Justice Annual Report, 1996-97.
PUB DATE- 97
NOTE- 26p.; Photographs may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Correctional Rehabilitation; *Delinquency; Elementary Secondary Education; Juvenile Courts; *Juvenile Justice; *Prevention; Program Descriptions; Safety; *State Programs
IDENTIFIERS- *Florida

The document begins with a Department of Juvenile Justice overview which lists program priorities and budget information. The department has three priority issues (public safety, partnerships, and accountability) which are covered in detail. Focal areas for addressing public safety include prevention efforts, prevention and diversion grant funds, children-in-need-of-services and families-in-need-of-services, intervention tactics, detention, the interstate compact on juveniles, commitment services, and after-care services. Ways in which partnerships are fostered through district boards and county councils, the Florida Business Partners for Prevention, direct service volunteer coordination, and the Faith Community Network Initiative are also described. The last priority, accountability, in which all agency operations are held responsible for efficient and appropriate operations, is fulfilled by the Juvenile Justice Advisory Board; Office of the Inspector General; quality assurance measures; efforts to build equitable programs, services, and practices; and the Juvenile Justice Information System. (RJM)

ED 415 450 CG 028 199

Keith, Patricia B.; Schartzer, Cynthia L.
What Is the Influence of Mexican-American Parental Involvement on School Attendance Patterns?
PUB DATE- 95
NOTE- 9p.; Paper presented at the Annual Meeting of the American Psychological Association (New York, NY, August 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attendance; Dropout Prevention; Dropout Rate; Dropout Research; High Risk Students; Hispanic Americans; *Mexican Americans; *Parent Child Relationship; *Parent Participation; *Parent School Relationship; Secondary

a review board. The text opens with a brief history of IRBs, and the role that IRB's play in evaluating a proposed research project as ethical and scientific. Next, the process and steps involved in obtaining IRB approvals are detailed. Some caveats to consider when negotiating the IRB process are covered, as are the advantages that undergraduate students can reap from learning about IRBs. (RJM)

ED 415 469   CG 028 246

Barbarin, Oscar; Christian, Marcelle
The Social Context of Conduct Problems and Delinquency in Adolescence.
PUB DATE- 97
NOTE- 33p.; Paper presented at the Annual Meeting of the American Psychological Association (105th, Chicago, IL, August 15-19, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; At Risk Persons; *Behavior Problems; *Blacks; *Delinquency; *Etiology; *Family Influence; Foreign Countries; Poverty; Racial Bias; Secondary Education; *Social Influences; Urban Youth; Youth Problems
IDENTIFIERS- *African Americans; Michigan (Detroit); South Africa

This paper describes a study of African-American families (N=10) that have one son in placement in a youth facility. The paper investigates the social context of behavioral problems among these Detroit youth, exploring the challenges faced by low-income minority families. Participants in the study described critical events in their lives, and recounted the paths leading to conduct problems. The youth elaborated on spirituality, social support, race, manhood, and prospects for the future. Some of the themes that emerged included the early absence of a parental, weak parental coalitions, early signs of impulsivity, and substance abuse. It was also found that living in transitional communities presented a challenge to the parents of these at-risk youth. The findings illuminate the confusion manifested in the acceptance of criminal identity and behaviors. Delinquency, for these youth, may also represent a series of system failures, such as the absence of early interventions for learning disabilities and family violence. The conditions of the study group are contrasted with the experiences of youthful offenders in South Africa. (RJM)

ED 415 470   CG 028 247

School Counselor Resource Manual and Evaluative Criteria. Revised 1995.
PUB DATE- 95
NOTE- 115p.; This manual is a revision of the 1989 edition and has been combined with "School Counseling Program Evaluative Criteria" published in 1987. One page contains dark print.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; Children; Elementary Secondary Education; Evaluation Methods; Program Development; Program Evaluation; Pupil Personnel Services; *School Counseling; *School Counselors; School Guidance

grade often grow and learn at different rates. Sections of the booklet present checkpoints for children from birth to 36 months; children three and four years of age; kindergarten students; third-grade students; sixth-grade students; ninth-grade students; and twelfth-grade students. A list of books to read at various developmental levels and text passages children at various ages should be able to read and understand are included. Contains a list of seven America Reads Challenge materials and addresses of 18 public and private organizations that are sources of literacy information. (RS)

ED 415 489 CS 013 012

Topolovac, Ellie; Sammuli, Marla; Smith, Mary Ann
Checkpoints for Progress in Reading and Writing for Families and Communities. America Reads Challenge: Read*Write*Now!
PUB DATE- 97
NOTE- 50p.; For a related guidebooks, see CS 013 010-011.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Community Involvement; *Developmental Stages; Elementary Secondary Education; *Literacy; *Parent Participation; Preschool Education; *Reading Ability; Reading Materials; Reading Skills; Skill Development; *Writing Ability; Writing Skills
IDENTIFIERS- America Reads Challenge

Developed as part of the America Reads Challenge, this booklet helps family and community members to identify "checkpoints"--what most children can do in reading and writing by developmental periods and what most children can read, by grade level. The checkpoints are grouped largely by three-year developmental periods because children of the same age and grade often grow and learn at different rates. Examples of reading levels by grade and suggestions on how families and communities can help read and write are provided within each developmental period. Sections of the booklet present checkpoints for children from birth to 36 months; children three and four years of age; kindergarten students; third-grade students; sixth-grade students; ninth-grade students; and twelfth-grade students. A list of books to read at various developmental levels and text passages children at various ages should be able to read and understand are included. Contains a list of seven America Reads Challenge materials and addresses of 18 public and private organizations that are sources of literacy information. (RS)

ED 415 490 CS 013 013

Fink, Rosalie P.
Sixty Successful Dyslexics: Gender Differences and Literacy Development.
PUB DATE- 97
NOTE- 5p.; Paper presented at the Annual Conference of the Orton Dyslexia Society (Minneapolis, MN, November 12-15, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adults; *Dyslexia; Higher Education; Models; *Reading Attitudes; *Reading Interests; Reading Research;

PUB DATE- 96
NOTE- 288p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Creative Works (Literary and Dramatic) (030)
DESCRIPTORS- Classics (Literature); *Creative Writing; *Figurative Language; Higher Education; *Literary Criticism; *Poetry; *Poets; *Self Expression; Writing Strategies
IDENTIFIERS- *Poetics; Warren Wilson College NC

This anthology collects essays by current and former lecturers at the Warren Wilson College (North Carolina) MFA Program for Writers. Some of the poets whose essays are included are: Joan Aleshire, Marianne Boruch, Carl Dennis, Stephen Dobyns, Reginald Gibbons, Louise Gluck, Allen Grossman, Robert Hass, Tony Hoagland, Heather McHugh, Gregory Orr, Michael Ryan, Ellen Bryant Voight, Alan Williamson, Eleanor Wilner, and Renate Wood. The anthology presents an extended dialogue on a range of topics: forays into the texts of poets from Homer, Dickinson, and Akhmatova to Bishop, O'Hara, Milosz, and Plath; meditations on the nature of the image and the discovery of the self in Greek verse; a defense of lyric poetry; and other themes. Whatever their subject, the anthology's essays are meditations on the place of poetry in contemporary culture--each poet's precision of observation and language is brought to essential issues of the craft. The anthology is meant to serve teachers and students of poetry and poetics at every level. (NKA)

ED 415 511   CS 216 149

Shigemoto, Joan
Language Change and Language Planning and Policy. PREL Briefing Paper.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Policy; Elementary Secondary Education; *Language Maintenance; *Language Planning; Language Role; *Language Skill Attrition
IDENTIFIERS- *Federated States of Micronesia; *Language Policy

While societies and their languages continually change in response to internal and external circumstances, there are proactive measures that can be implemented to either maintain the particular direction in which that language is moving or to reverse it. Parents and educators can effectuate positive change, individually and collectively. Some conditions that affect language change are the origin of the contact situation; status differential in power and economics; cultural values; demographics; status of the writing system; literacy; dialect diversity; interlingual distance; and mass media. Language planning and policy formation is but one factor impacting the course of a language. In early 1997, officials of the Federated States of Micronesia, part of the United States administered Trust Territory of the Pacific Islands, drafted a national language policy to promote the development and expansion of the local languages and cultures and to improve the acquisition of English and other international languages. The premise that proactive language change to reverse language loss is a critical part of a larger social change was put forth by Joshua

*Organizational Communication; Sex Differences; *Sex Role
IDENTIFIERS- *Communicator Style; *Gender Issues; Management Skills; Propositional Analysis; Prototypes

This essay is a propositional analysis of the literature on the interrelationship of communicator style and gender as evidenced in the organizational setting. Pavitt's (1989) notion of the prototype is extended to the realm of organizational communication in developing five propositions: (1) the prototype of the effective manager is more likely to influence perceptions of individuals in the organizational setting than are gender stereotypes; (2) however, other studies indicate that our notion of the prototype of a leader/manager/superior is gendered; (3) the prototypical female manager is more collaborative relative to the prototypical male manager; (4) a gendered prototype may negatively affect women in the organizational setting; and (5) a cultural/diversity model that moves beyond gender can help to eliminate the gender gap. (Contains 54 references.) (Author)

ED 415 531 CS 509 655

Wangerin, Paul T.
A Multidisciplinary Analysis of the Structure of Persuasive Arguments.
PUB DATE- 93
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Research/Technical (143)
DESCRIPTORS- *Abstract Reasoning; Cognitive Psychology; Communication (Thought Transfer); Computer Science; Interdisciplinary Approach; Law Related Education; *Logical Thinking; Models; *Persuasive Discourse; *Thinking Skills
IDENTIFIERS- Argumentation Theory; Persuasive Strategies; Toulmin (Stephen); *Toulmins Model

This article offers a multidisciplinary analysis of the structure of persuasive arguments. Following an introduction, the article contains five main parts, each of which is discussed extensively: (1) descriptions of ideas from the fields of law, communication theory, and argumentation theory that analyze the nature of persuasion and the structure of persuasive messages; (2) discussion of the work of the informal logician, Stephen Toulmin, and his model for persuasive arguments; (3) exploration of ideas about argumentation and argument structure in the literature of cognitive psychology and computer science; (4) discussion of "rebuttals" as potent argumentative devices; and (5) the proposal of a new model for persuasive arguments which simultaneously builds on and modifies Toulmin's model. An appendix presents a full-text argument. Contains 79 notes and seven figures. (CR)

ED 415 532 CS 509 657

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (80th, Chicago, Illinois, July 30-August 2, 1997): Advertising.
PUB DATE- 97
NOTE- 309p.; For other sections of these Proceedings, see CS 509 658-676.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Research/Technical (143)

Disabilities Act: Defining Deaf People and Their Rights" (Mark Heil Borchert); "Hand-Ling Media Research on Disability: Toward Including a Feminist 'Exile' Perspective on Theory and Practice" (Catherine L. Marston); "From Pity to Pride: People with Disabilities, the Media, and an Emerging Disability Culture" (Miho Iwakuma); "Containment of Image: Critical/Feminist Theory and Perspectives on Disability in the Media" (Robert K. Kalwinsky); and "Community Structural Pluralism and Local Newspaper Coverage of Ethnic Minority Groups and Americans with Disabilities" (Douglas Blanks Hindman; Ann Preston; Robert Littlefield; Dennis Neumann). Individual papers contain references. (RS)

ED 415 549 CS 509 674

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (80th, Chicago, Illinois, July 30-August 2, 1997): Science Communication.
PUB DATE- 97
NOTE- 206p.; For other sections of these Proceedings, see CS 509 657-676.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Research/Technical (143)
DESCRIPTORS- Higher Education; *Mass Media Role; Media Research; *Newspapers; Pollution; Population Growth; Risk; *Scientific Enterprise; Sex Stereotypes; Theory Practice Relationship
IDENTIFIERS- *Media Coverage; *Science Journalism

The Science Communication section of the Proceedings contains the following seven papers: "Getting an Advance Look: Controversies over Embargoes in Science Journalism" (Vincent Kiernan); "Perceptions of Newspaper Bias in a Local Environmental Controversy" (Katherine A. McComas; Clifford W. Scherer; Cynthia Heffelfinger); "Newspaper Economic Coverage of Motor Vehicle Emissions Standards" (David C. Coulson and Stephen Lacy); "Connecting Theory and Practice: Are Counterstereotypes Effective in Changing Girls' Perceptions of Science and Scientists?" (Jocelyn Steinke); "Does Media Framing Keep Population Off the Public Agenda?" (T. Michael Maher); "An Elite Scientist at the Boundary: The Power of Evidence and the Evidence of Power in Media Coverage of Science" (Linda Billings); and "Community Structure and Mass Media Accounts of Risk" (Sharon Dunwoody and Robert J. Griffin). Individual papers contain references. (RS)

ED 415 550 CS 509 675

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (80th, Chicago, Illinois, July 30-August 2, 1997): Commission on the Status of Women.
PUB DATE- 97
NOTE- 119p.; For other sections of these Proceedings, see CS 509 657-676.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; Computer Mediated Communication; Content Analysis; Court Litigation; *Females; Higher Education; Internet; Journalism Research; *Mass Media Role; Media Research; Newspapers; Olympic Games; Public Relations; *Sex Bias; *Socialization

media literacy students can learn to evaluate critically the health messages in various media outlets. Once students realize how the media package messages, they will be more aware of what to look for and how to interpret what they see and hear. Health related messages will be scrutinized and judged with a critical eye; such scrutiny should make students more aware of their health and encourage them to avoid behaviors detrimental to their health. Contains 72 references. (Author/NKA)

ED 415 569 CS 509 722

Burke, Ken
Toward a Theory of Visual Presentation.
PUB DATE- 97
NOTE- 60p.; Paper presented at the Annual Meeting of the National Communication Association (83rd, Chicago, IL, November 19-23, 1997).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication (Thought Transfer); Higher Education; *Imagery; *Scholarship; *Visual Aids
IDENTIFIERS- Framing (Metacognition); Historical Background; *Theoretical Orientation; *Visual Imagery

Communication is a multi-faceted discipline which has often neglected the study of images as spatial, stylistic experiences in favor of exploring the social impact of their contents. This essay offers an addition to the traditional emphases of communication by building on the concepts of framing (perspectives on how meaning is created) and depictions of visual space as means of situating the impact and appeal of imagery. A spectrum of deeper ("window") to flatter ("frame" or "border") presentation modes is explored for several visual media, noting a conceptual heritage in classic film theory and differences from the recent academic focus on semiotic-ideological perspectives. Then a brief history of Western imagery from the Renaissance to the present is presented for painting, photography, cinema, video, multi-image projections, and computer multimedia. Encouragement is given to understand and incorporate into communication study the visual implications of "Classic" and "Special Case" windows and frames. How the full range of communication scholars choose to incorporate the study of visuals throughout the discipline--both in form and content--will help determine the future history and validity of a multi-faceted field. Contains 24 notes and 76 references. (Author/NKA)

ED 415 570 EA 028 825

Isaacson, Lynne
Student Dress Policies. ERIC Digest, Number 117.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Civil Liberties; Compliance (Legal); Constitutional

plan, implement, and continuously revise systemic professional development activities for school administrators. Leadership is a skill that can be nurtured and developed; development of leadership can be fostered by coaching and mentoring, through networks, or within study groups. In the past, administrators have expressed disappointment in the degree of relevance and impact of inservice programs, usually because such programs were treated as afterthoughts. For effective professional development, the existing paradigms must change. New programs must be designed around outcome and performance indicators. The challenge is to adopt new approaches to professional development that draw on current research. In conclusion, the changing context of education creates a need for a different type of school leadership, where leaders can put into practice the educational theories of teaching and learning. (RJM)

ED 415 589 EA 028 870

Koki, Stan
School/Community-Based Management Revisited in the Pacific. PREL Briefing Paper.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adolescents; Children; Decentralization; Elementary Secondary Education; Program Effectiveness; Program Evaluation; School Administration; *School Based Management; *School Organization; School Supervision
IDENTIFIERS- Community Based Education; *Hawaii; Pacific Region

Across the United States, School/Community-Based Management (SCBM), also called site-based management, is gaining support. The effects of SCBM in some Pacific-region schools are detailed. SCBM arose in response to mandates giving decision-making powers to the people who have to carry out educational initiatives. One evaluation of SCBM implementation in two elementary school in Hawaii revealed that SCBM was being successfully implemented there, with success arising from the process used to work through problems. It is recommended that schools considering SCBM have the principal's unwavering support, that the principal's leadership style be facilitative, and that the climate be collaborative and trusting. External evaluations of other schools in Hawaii that implemented SCBM revealed its significant impact on school decision-making practices, although its effects on school-management practices and autonomy was mixed. A Board of Education survey of 240 participants in a state SCBM conference indicated that consensus-based decision-making appeared to be working well at SCBM schools. SCBM allows schools to respond to the unique personality of their communities, and gives teachers, parents, students, and other community members a larger voice in decision-making at their local schools. (RJM)

ED 415 590 EC 305 413

Karnes, Frances A.; Marquardt, Ronald
Know Your Legal Rights in Gifted Education. ERIC Digest E541.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 3p.

This manual is intended to provide specific guidelines for meeting the needs of students who are assisted by medical technology in the educational setting. The manual is divided into two sections: Section 1 discusses principles and issues concerned with applying medical technology in schools, and Section 2 details the various procedures and provides checklists and guidelines. Section 1 contains the following chapters: (1) "Students Who Require Medical Technology in School" (Terry Heintz Caldwell and others); (2) "Legal Issues in the Education of Students with Special Health Care Needs" (Janice Rutledge Janz and others); (3) "Entrance and Planning Process for Students with Special Health Care Needs" (Terry Heintz Caldwell and others); (4) "Transportation of Students with Special Health Care Needs" (Joan E. Daley and Susan Murray Larsen); (5) "Special Health Concerns: Universal Precautions and Infection Control in a School Setting" (Richard G. Giardina and Christine E. Psota); and (6) "Useful Documents" (checklists and a form for developing the Individualized Health Care Plan). Section 2 provides specific guidelines for the following procedures: tube feeding, intravenous lines, dialysis, clean intermittent catheterization, ostomy care, and respiratory care. Thirty-two checklists detailing steps of each procedure are included, as is a glossary of relevant medical terms. (DB)

ED 415 609 EC 306 079

Bruyere, Susanne M.
The ADA and Personnel Training. Implementing the Americans with Disabilities Act Series.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 94
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Accessibility (for Disabled); *Civil Rights Legislation; Compliance (Legal); *Disabilities; Equal Protection; Federal Legislation; *Legal Responsibility; *Personnel Policy; *Staff Development
IDENTIFIERS- *Americans with Disabilities Act 1990

This brief paper uses a question-and-answer format to summarize requirements of the Americans with Disabilities Act (ADA) of 1990 related to personnel training. Topics address the purpose of the ADA; personnel within an organization who should receive training on the ADA; information on the ADA that these personnel should have; starting a training program on the ADA; accessibility of training to persons with disabilities; and related training responsibilities (such as prohibition of third-party discrimination). A listing of three resources is provided. (DB)

ED 415 610 EC 306 080

Lee, Barbara A.
Reasonable Accommodation under the Americans with Disabilities Act. Implementing the Americans with Disabilities Act Series.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 95
NOTE- 5p.

Improvement; *Educational Testing; Elementary Secondary Education; Evaluation Methods; Learning; Outcomes of Education; *Student Evaluation; Student Participation; Teacher Attitudes; *Testing Problems

IDENTIFIERS- *High Stakes Tests

This report reviews existing research on the effects of high stakes tests on students, particularly students with disabilities. The review focuses on potential effects on the curriculum, student learning, attitudes and school climate, and the costs versus benefits of high stakes testing of students with disabilities. Results indicate that research results on high stakes testing are inconclusive and vary with the type of research questions asked and the types of tests examined. The evidence suggests that teachers change the curriculum based on the tests and concentrate time and effort teaching to test content and format. The effects on student learning are largely unknown, but the evidence does suggest that increasing test scores in themselves do not serve as evidence that students are learning more. High stakes testing seems to have a negative effect on the attitudes and workloads of teachers, but little is known about the effects on students. States still do not take into account the full costs of high stakes testing programs, and claims that testing alone can cause major educational improvement have not been proven. Recommendations for future research are provided. An appendix summarizes the literature reviewed for the report. (Contains 46 references.) (CR)

ED 415 628 EC 306 109

Center, David B.

What Does Quantum Physics Have to Do with Behavior Disorders?

PUB DATE- 97

NOTE- 22p.; Paper presented at the TECBD National Conference on Severe Behavior Disorders of Children and Youth (Scottsdale, AZ, 1997).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Behavior Change; *Behavior Disorders; Behavior Patterns; Epistemology; *Etiology; *Intervention; Models; Neurology; Philosophy; Physics; Theories; Theory Practice Relationship

IDENTIFIERS- *Consciousness (Physiology); *Quantum Theory

This paper argues that human agency as a causal factor in behavior must be considered in any model of behavior and behavior disorders. Since human agency is historically tied to the issue of consciousness, to argue that consciousness plays a causal role in behavior requires a plausible explanation of consciousness. This paper proposes that consciousness is an emergent property of a biological process that can be explained in physical terms. The specific process suggested is the Frohlich-style Bose-Einstein condensate, which appears to be capable of producing a macro-quantum effect in a biological system, such as the neurons of the brain. Implications of this theory for the study of human behavior in general and children with behavior disorders in particular include: (1) a necessary change in our epistemology to a philosophy similar to that of scientific realism; (2) the expansion of the concept of causation in behavior to include consciousness as a potential causal agent; and (3) a change in the conceptual framework employed in behavior change efforts to emphasize a cooperative

IDENTIFIERS- *South Carolina

This report contains data on students with disabilities (ages 3-21) in South Carolina public schools during the 1996-97 school year. The data indicate that special education students (ages 5-21) represent 12.9 percent of the student enrollment in South Carolina. The included data charts depict the following information: (1) children with disabilities ages 3-5 served in public school programs by school district and placement; (2) children ages 6-21 served in public school programs by type of disability; (3) children ages 6-21 served in public school programs in the self-contained program model by type of disability; (4) children ages 6-21 served in public school programs in the resource program model by type of disability; (5) children ages 6-21, served in the public school program in the regular program model by type of disability; (6) children ages 6-21 served in other agency programs, in all other modes of service delivery, by type of disability; (7) teachers in public school programs that serve children with disabilities ages 3-5; (8) teachers in public school programs that are serving children with disabilities ages 6-21; and (9) other personnel in public school programs serving children with disabilities ages 3-21. (CR)

ED 415 646 EC 306 129

Hutinger, Patricia L.
The Expressive Arts Project. A Final Report for the Project Period October 1, 1992 - November 30, 1997.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 98
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Art Activities; *Art Expression; *Assistive Devices (for Disabled); Cognitive Development; Computer Uses in Education; *Creativity; *Curriculum Design; Curriculum Development; *Disabilities; Models; Preschool Education; Social Development; Young Children

This report describes the Expressive Arts Project, which was designed to develop and demonstrate a developmentally appropriate, activity-based expressive arts curriculum model, that will enable children with disabilities to have access to activities in the arts that are an accepted part of regular early childhood programs in typical settings. The project used both low and high technology adaptations to make it possible for children with moderate to severe disabilities to participate in expressive arts activities. The model contains four elements. Its core element, Children's Experiences in the Expressive Arts, was made possible by the other three: (1) Structure of the Environment, which involves organizations of space, time, and materials; (2) Roles of the Adult, which included facilitating, planning, adapting materials and evaluating; and (3) Resources, such as books, magazines, software, museums, and libraries. The model was field tested at four preschool classrooms, two classrooms with students with multiple disabilities, and one birth-to-three site. During the 5 year period, data was collected on 322 children, 291 families, 13 teachers, and 27 classroom aides. Findings indicate that participating in the Expressive Arts actuated integrated curriculum, with accompanying adaptations, and resulted in positive outcomes for children in cognition, system that increases opportunities for resolution of IAQ episodes. The training principle focuses on the maintenance of the knowledge and skills necessary to support and implement an IAQ management program through training. The Design category pertains to nominated schools only and addresses principles that cover air cleaning (filtration) design that results in greater removal of respirable particulates; condensation pan design that minimizes biological contaminates; local exhaust system design that eliminates the contaminate at its source; the minimization of volatile organic compound effects on the health of construction workers and building occupants; maintaining and using carpet in facilities as sources of contaminates; using ducted HVAC air supply and return plenums that are more easily kept free of contaminates; keeping outside air intakes separate from known building air contaminate sources; commissioning HVAC systems before occupancy to avoid indoor air quality problems; and using a walk-off system to avoid particles being tracked into the building. The Operations/Maintenance category pertains to nominated schools and addresses the issues of carpet, integrated pest management, moisture control, documentation and inspections, volatile organic compounds, renovation/maintenance, and cleaning materials and processes. (RE)

ED 415 665 EF 005 017

Wheeler, Arthur E.
HVAC System Automatic Controls and Indoor Air Quality in Schools. Technical Bulletin.
SPONS. AGENCY- Environmental Protection Agency, Washington, DC. Office of Radiation and Indoor Air.
PUB DATE- 96
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Research/Technical (143)
DESCRIPTORS- Air Conditioning; *Air Conditioning Equipment; Air Flow; *Climate Control; Elementary Secondary Education; Energy Conservation; Energy Management; *Heating; *School Buildings; Thermal Environment; Ventilation
IDENTIFIERS- *Control Systems (Mechanical); Facility Management; Heaters; *Indoor Air Quality

Fans, motors, coils, and other control components enable a heating, ventilating, and air-conditioning (HVAC) system to function smoothly. An explanation of these control components and how they make school HVAC systems work is provided. Different systems may be compared by counting the number of controlled devices that are required. Control systems are categorized according to their means of data processing, transmission, and power source: pneumatic, electric, electronics, direct digital, and self-powered. Likewise, the HVAC system is composed of various components: sensors, controllers, actuators (the system's power elements), and controlled devices, (e.g., dampers, valves, and speed regulators). All of these control elements work together to form a control loop. An overview of HVAC systems controls is offered, which focuses on unit ventilators, variable air volume systems, rooftop air conditioning, and supplemental systems. Monitoring the HVAC is also important, and methods such as multiple location supervision are explored. It is suggested that control system maintenance is another important component undergraduate years, and to enhance their academic qualifications, vocational prospects, and potential for future mobility. Students can take the language modules for 1 or 2 years; each year of study is complete in itself. Courses in French, German, and Italian are designed for students in specific non-language curriculum areas (the arts, engineering, science, and health sciences). The report outlines the courses offered in 1996-97 and their recruitment, participation, and completion rates, and describes the modules' design and content. It also describes the design and results of testing, and presents brief reports of external evaluations of the French and German modules. A final section describes activities of research and development activities on the project in 1996-97, which included provision of new services to students and experimentation with new technology and techniques for language learning. (MSE)

ED 415 684 FL 024 990

Christian, Donna; Montone, Chris; Carranza, Isolda; Lindholm, Kathryn; Proctor, Patrick
Two-Way Bilingual Education: Students Learning through Two Languages. Final Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 186p.; For an earlier report, see ED 377 705.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Bilingual Education; Case Studies; Classroom Techniques; Elementary Secondary Education; *English (Second Language); *Immersion Programs; Institutional Characteristics; *Language Role; Language Usage; *Native Language Instruction; Program Descriptions; Program Design; Program Effectiveness; Second Language Instruction; Student Behavior; Teacher Behavior
IDENTIFIERS- Arlington Public Schools VA; Chicago Public Schools IL; San Jose Unified School District CA; *Two Way Bilingual Education

The report presents results of a study of elementary and secondary school two-way bilingual immersion programs that focused on the program and contextual factors affecting student learning, student and teacher language use in the classroom, and teaching strategies used to promote target language use and increase language proficiency. The study included a survey of 182 schools in 19 states offering two-way bilingual education (results are summarized here) and case studies of 3 elementary school programs: Francis Scott Key Elementary School (Arlington, Virginia); River Glen Elementary School (San Jose, California); and Inter-American Magnet School (Chicago, Illinois). The case studies detail program design and components, school and district characteristics, program history, learning environment, instructional strategies, teacher classroom behaviors, student language use, student outcomes, and the program's impact on the students and the school community. Contains 39 references. (MSE)

ED 415 685 FL 024 991

Short, Deborah J.
Integrating Language and Culture in the Social Studies. A Final Report to the U.S. Department of Education, Office of Educational Research and Improvement.

An examination of second language learning focuses on how universal cognitive processes in language learning and individual differences account for differences in language learning patterns. An introductory section gives background information suggesting that psycholinguistic factors in language learning should receive more attention for two reasons: increasing evidence that there is a critical period for language learning, and the increasing importance of meaning over form as learners age. Subsequent chapters address these issues: comprehension and production strategies in language learning; the role of memory and lexical learning; psycholinguistic processes in language use and language learning; models of language learning; a rationale for task-based instruction; implementing task-based instruction; processing perspectives on testing; research into language aptitude; issues in aptitude theory (exceptional learners and modularity); learning style; and learners, learning, and pedagogy. Contents are indexed. (Contains 366 references.) (MSE)

ED 415 706 FL 025 014

Borras, Isabel
Broadening the Educational Technology Foundations.
PUB DATE- 98
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Behaviorism; Cognitive Psychology; Comparative Analysis; Educational Needs; Educational Strategies; *Educational Technology; Educational Trends; *Humanistic Education; *Learning Theories; Second Language Instruction; *Second Languages; Trend Analysis

A discussion of the role of educational technology (ET), particularly in second language teaching and learning, examines some theoretical foundations of ET and suggests why and how those foundations should be broadened. It first reviews the assets and shortcomings of three theories to which ET has been closely linked: behaviorism; neo-behaviorism; and cognitivism. It then examines two theoretical streams, the philosophical and humanistic, that could provide ET with a more humanistic dimension. This is followed by an analysis of three factors (political, educational, economic) that may influence any shift in emphasis in ET. It concludes that what is needed is: (1) a wider theoretical base for ET and (2) inquiry into and questioning of the influence of those who have heretofore legitimated educational decisions made about the use of ET. Contains 47 references. (MSE)

ED 415 707 FL 025 015

Iwasaki, Noriko; Vigliocco, Gabriella; Garrett, Merrill F.
Adjectives and Adjectival Nouns in Japanese: Psychological Processes in Sentence Production.
PUB DATE- 97
NOTE- 15p.; Submitted for publication in "Japanese/Korean Linguistics" (Volume 8), a publication of the Center for the Study of Languages and Information (CSLI), Stanford, CA.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adjectives; Comparative Analysis; Error Patterns; *Grammar; *Japanese; *Language Patterns; *Language Processing;

Papers/Essays (120)
DESCRIPTORS- *College Administration; Diversity (Institutional); *Educational Change; Foreign Countries; *Institutional Mission; Institutional Role; *Mission Statements; Models; Organizational Objectives; Participative Decision Making; Postsecondary Education; School Policy; Strategic Planning
IDENTIFIERS- *United Kingdom

This book examines concepts of institutional mission in the context of British further and higher education (F/HE), especially in incorporated further education and "mixed economy" F/HE establishments previously under local education authority control. It urges adoption of participative methods of mission establishment, procedures for operationalization, and autonomy for significant groupings within the institution, and establishes a rationale for the adoption of strategic perspective. Part 1 analyzes the mission concept. Chapter 1 considers the concept of institutional mission; chapter 2, why the concept of mission has become important to the F/HE sector; chapter 3, the process of establishing a mission statement; and chapter 4, claims for mission. Part 2 reviews several methods of mission development. Chapter 5 examines mission establishment by interest groups and the impact of the process on college staff; chapter 6 examines stakeholder views of the nature of mission; and chapter 7 presents a workshop method of mission development that maximizes staff involvement. Part 3 focuses on strategic approaches to management of F/HE. Chapter 8 describes a method of operationalizing mission in Australia through strategic planning. Chapter 9 summarizes the discussion on mission and proposes a strategic management model for managers in F/HE. (Contains approximately 100 references.) (DB)

ED 415 727 HE 030 746

Brew, Angela, Ed.
Directions in Staff Development
PUB DATE- 95
NOTE- 242p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Action Research; Administrator Education; Department Heads; Distance Education; Evaluation Methods; *Faculty Development; Foreign Countries; Higher Education; Institutional Personnel; Nonprofessional Personnel; Professional Personnel; Program Development; Quality Control; Reflective Teaching; *Staff Development; Student Evaluation of Teacher Performance
IDENTIFIERS- *United Kingdom

This collection of readings is intended to provide a source book on best practices in staff development in higher education within a British context. The 13 papers are grouped into three parts: part 1 presents the educational development tradition which has focused on development of staff as teachers; part 2 considers development of staff in managerial, administrative, clerical, technical, and manual tasks; and part 3 addresses issues in the organization and practice of staff development. After an introductory paper on issues and trends by the editor, the papers are: (1) "Changing Lecturers' Conceptions of Teaching and Learning Through Action Research" (Graham Gibbs); (2) "Accredited Courses in Teaching and Learning" (Lee Andresen); (3) "Encouraging Reflective Practice Through Distance Education" (Bob Ross and Jennifer Pittman); (4) "Releasing Staff on Projects" (Joyce Barlow); (5) "Getting and Using Student Feedback" (James Wisdom); (6) "Top Training:

borrowers was reached in 1985, and thereafter there was a decline in both the overall number of borrowers and in the number of vocational borrowers. This study examined loans awarded to 82,971 borrowers from 1979 through 1994. Major findings indicated that more than 60 percent of borrowers remained Alaska residents; average earnings of those working one or more quarters in 1994 were 8 percent higher than the Alaska average; the top 14 majors accounted for 46.6 percent of all loan recipients; loan defaults were 13.4 percent of students attending four-year schools and 31.4 percent of borrowers attending two-year or vocational schools. The report addresses impacts of defaults on borrowers, on the ASLP, and on the state. It offers recommendations such as limiting ASLP loans to attendance at regionally or nationally accredited institutions, reducing loan maximums for short-term programs, and eliminating interest free periods. Appended is a table detailing data from the study. (DB)

ED 415 746 HE 030 890

Reznich, Christopher B.
A Survey of Medical School Clinical Faculty To Determine Their Computer Use and Needs for Computer Skills Training.
PUB DATE- 97
NOTE- 39p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 1997).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Clinical Teaching (Health Professions); College Faculty; Computer Attitudes; *Computer Literacy; *Faculty Development; Graduate Study; Higher Education; Internet; *Medical School Faculty; *Medical Schools; Needs Assessment; Physicians; Self Evaluation (Individuals)
IDENTIFIERS- *Michigan State University

This survey examined the level of interest and perceived computer competency of community-based clinical faculty (n=498) at the Michigan State University College of Human Medicine (MSU/CHM). Findings included: (1) 60 percent of respondents used computers for academic/scholarly purposes and 43 percent of nonusers indicated they didn't know how to use them; (2) institutional support (access to computers and question-answering) was perceived as lower by nonusers than users; (3) both computer users and nonusers were most interested in learning to use software related to e-mail and Internet access; and (4) 59 percent of users reported a lack of confidence regarding troubleshooting computer problems. Conclusions and recommendations include: teaching a core set of computer skills that offered hands-on learner practice preceded by either a tutorial or a demonstration; identification of local experts willing to serve as learner consultants; improved access to computers and peripherals; and identification of funding sources to support a statewide faculty development initiative. (Contains 11 references.) (DB)

ED 415 747 HE 030 891

Remedial Education in Higher Education Institutions. Indicator of the Month.
PUB DATE- 98
NOTE- 4p.; Extracted from "The Condition of Education, 1997," see ED 404 766.
LANGUAGE- English

IDENTIFIERS- *University of Missouri Columbia

This report describes a program to produce four videotapes to be used to enhance previously produced materials that integrated teaching about alternative dispute processes into standard first-year law school courses at the University of Missouri-Columbia (UM-C). Another objective of this project was a comparative evaluation of the previously produced materials. The videotape project involved four tapes, each with accompanying instructor's manual and simulation materials, which illustrate dispute resolution processes (interviewing, counseling, negotiation, mediation, arbitration, and mixed processes) using fact problems relevant to introductory courses on contracts, property, torts, criminal law, and civil procedure. About 400 tapes have been sold to more than 100 law schools. The comparative evaluation of the earlier curriculum project concluded that the project had met its goals, as measured by a series of survey responses from students at UM-C compared with those of law students at Indiana University (Bloomington), where no dispute resolution instruction is offered the first year, and with law students at Willamette University (Oregon), where a single course on dispute resolution is offered in the first year. Appended are the evaluation report by Ronald M. Pipkin entitled, "Project on Integrating Dispute Resolution into Standard First-Year Courses: An Evaluation, February 1993," and letters and reviews that evaluate the videotapes. (SW)

ED 415 765 HE 030 911

Catalyst: Indiana University's Program in Research Ethics.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 93
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accountability; Case Studies; Codes of Ethics; *College Instruction; Course Content; *Curriculum Development; *Ethics; Higher Education; *Instructional Materials; Interdisciplinary Approach; Material Development; *Research; Researchers; Seminars; Student Attitudes; Teacher Attitudes
IDENTIFIERS- *Indiana University Bloomington

The Catalyst project at Indiana University sought to increase awareness of research ethics questions among the faculty, graduate students, and undergraduates, and to develop and disseminate instructional materials. The participating departments were biology, history, and psychology, representing, respectively, the natural sciences, the humanities, and the behavioral sciences. The mechanism used for the project was a faculty-graduate student seminar. During the first project year, participants discussed issues of research ethics in their respective fields. During subsequent years, participants developed and field tested teaching materials designed to introduce discussion of research ethics into subject matter courses (e.g., upper-division genetics, experimental psychology, or history seminars for majors). The project has produced over 80 case studies, which will be published. An interdisciplinary seminar and a conference on research ethics were also undertaken. Project evaluation included a 1993 student survey, which indicated that the project increased students' knowledge about research ethics. A faculty survey was administered in 1990 and again in 1993 to development in ethics, case study writing, and syllabus changes; and a compilation of about 500 case studies for a book on ethical dilemmas faced in the professions, trades, and vocations. Currently, a minimum of 3,500 students are being taught ethics by the various faculty who have been in this project. The effectiveness of the project was evaluated using the Defining Issues Test, the Collegiate Assessment of Academic Proficiency Critical Thinking Test, a newly developed expansion to the Critical Thinking Test, and a modification of the Critical Incident Technique. All evaluations showed that faculty had developed a greater knowledge in the field of ethics and had demonstrated a change in critical thinking between pre- and posttests. A compilation of evaluation questionnaire results is appended. (WD)

ED 415 784   HE 030 930

Hayden, Sandra R
The Ombuds Office in Higher Education.
PUB DATE- 97
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Research/Technical (143)
DESCRIPTORS- Administration; Advocacy; *Arbitration; College Faculty; College Students; *Conflict Resolution; *Grievance Procedures; *Higher Education; Institutional Personnel; *Ombudsmen; Problem Solving; Student Personnel Services; Students; Universities
IDENTIFIERS- University of Florida

This document analyzes the responses to a survey conducted in 1997 on the role of the Ombuds Office in higher education, and also considers the characteristics of professional neutrality needed for successful conflict resolution. Of 178 institutions surveyed, 109 responses include 54 institutions with ombudsmen, 7 without such a position but with related information, and 48 with neither. The document examines programs at the respondent institutions, noting the year the position was established (for the 54 institutions with a formal office), and the supervising authority for the office (the president being the most frequently cited). Also discussed and tabulated are other positions held by ombudspeople, the quality of the authority, and the breakdown of clients, cases, and resolution times. The wide range of programs is attributed to the lack of a centralized concept, which permits each institution to develop a model suited to its own requirements; such models serve, variously, only students, students and faculty, faculty and staff, or students, faculty, and staff. Appended are a summary of student traffic in 1997 at the Ombuds Office of the University of Florida by month, sex, race, academic year, college, and category of complaint, and a list of survey participants. (Contains 13 references.) (BF)

ED 415 785   HE 030 931

Powney, Janet; Hall, Stuart
Scottish Access Students in Higher Education. Research Report Series.
SPONS. AGENCY- Scottish Office Education and Industry Dept., Edinburgh.
PUB DATE- 98
NOTE- 124p.
LANGUAGE- English

Groups
IDENTIFIERS- *Canada

Cultural sensitivity is a goal for effective educators in Canada. They must make a clear differentiation between multicultural adults for whom English is a second language, who are pursuing linguistic needs for functioning in the Canadian workplace, and culturally unique First Nation (Native American) students, who have always lived in Canada and are actively pursuing education that meets their cultural needs, ideals, and values. Adult students in both cultural communities were compared under the following categories: family, holism, and humanism; culture and voice; school, technology, and employment; politics, assimilation, and acculturation; and voluntary and involuntary minorities and democracy. The comparison illuminated similarities and differences between multicultural immigrants and native Canadians. The effective adult educator reflects on these similarities and differences in heritage and student learning styles to deliver pragmatic curriculum that achieves outcomes of learning, personal development, and employability to students with mutual trust and respect. (Contains 35 references) (Author/KC)

ED 415 339 CE 075 426

Implementation of Ohio's School-to-Work System.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Adult Education.
PUB DATE- 97
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Agency Role; *Education Work Relationship; *Government School Relationship; Partnerships in Education; Pilot Projects; Postsecondary Education; *Program Implementation; Regional Planning; Secondary Education; *State Agencies; *Statewide Planning; *Systems Approach
IDENTIFIERS- *Ohio

The Ohio School-to-Work (STW) Office was created in 1994 to manage state agencies' efforts to support 11 school-to-work pilot projects across Ohio. The STW Office shared its management responsibilities with the School-to-Work "A Team," which consisted of representatives from five Ohio departments and agencies, key business organizations, major labor unions, and community-based organizations. The STW Office created 12 regional alliances to coordinate education, economic, and workforce development in the regions. During its first year, the STW Office directly supported the creation of regional alliances and local partnerships. The STW Office's relationship to the state agencies involved in the A Team and the regional alliances and local partnerships were examined through interviews with five key stage agency representatives, three regional coordinators, and six local partnership coordinators. All the state agency representatives expressed varying degrees of concern regarding their agencies' role in STW. The responses to questions about regional-state and local-state relationships varied by geographic region. The interviews resulted in 16 recommendations for improving the STW Office's relationship to the state agencies and regional and local partnerships involved in STW. (Appended are the interview questions for state agency representatives and interview guides for regional coordinators and local partnership coordinators.) (MN)

ED 415 340 CE 075 429

medicine, and education. Service learning seemed related to girls' interests in the field of education but could not be strongly linked to pre-post participation shifts in career preferences. The geographical location of the school was less informative than particular school differences, such as number of male teachers and student selection on the basis of interests and academic histories, particularly in math and science. (Appendixes contain 3 data tables and 19 references.) (YLB)

ED 415 358 CE 075 513

Hecht, Deborah; Fusco, Dana R.
Research Informed by Practice: Lessons Learned from a Study of Service Learning.
SPONS. AGENCY- Grant (W.T.) Foundation, New York, NY.
PUB DATE- 97
NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997). For related documents, see CE 075 512-514.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Cooperation; *Educational Innovation; *Educational Research; Experiential Learning; Junior High Schools; Learning Experience; Middle Schools; *Research and Development; Researchers; School Community Programs; School Community Relationship; *Service Learning; Student Participation; Student Volunteers; Teacher Participation; *Theory Practice Relationship; Work Experience

A study examined how research concerning an educational innovation such as service learning can be enhanced by the involvement of practitioners. The context was the Service Learning Impact Study, a multifaceted 3-year study of the impact of the Helper Model of service learning on a target population of 1,400 middle school students for whom service learning was required. The study examined the impact of participating in the Helper Model during early adolescence, identified how impact is related to program characteristics and to the types of service students perform, and developed a preliminary framework and exploratory hypotheses concerning the relationship between reflection and the service learning experience. Data were collected from the following: service learning participants and 400 comparison students, teachers, program leaders, and school administrators, using surveys, interviews, and observations. Work with the Impact Study indicated that empirical studies of such educational programs must find ways to work with practitioners because without the involvement of teachers and students, important knowledge that can inform the research and practice may be overlooked, missed, or misinterpreted, and data may be inaccurate. Three key ways were found to work with the practitioners: establishing a teacher working group, maintaining relationships with schools, and collaborating through data collection. Students were involved through approaching them as the experts, establishing a student advisory group, and serving as a service site. (YLB)

ED 415 359 CE 075 514

Hecht, Deborah; Fusco, Dana R.
Student Perceptions of the Opportunities Available from Participating in Service Learning.
SPONS. AGENCY- Grant (W.T.) Foundation, New York, NY.

Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; Ancillary School Services; Comparative Analysis; *Cost Effectiveness; Demonstration Programs; Economically Disadvantaged; *Employment Programs; Expenditure per Student; Federal Legislation; *Job Training; Program Costs; Program Effectiveness; Program Evaluation; *State Programs; Statewide Planning; Tables (Data); Welfare Recipients; *Welfare Services
IDENTIFIERS- *Food Stamp Employment and Training Program; *Hawaii; Job Opportunities and Basic Skills Program

An evaluation was conducted of the Hawaii Food Stamp Employment and Training (FSE&T)/Job Opportunities and Basic Skills Program Conformance Demonstration, known as PRIDE (Positive Response in Developing Employment). The cost component determined impact of the demonstration on costs of administering and providing activity components and support services to FSE&T participants. The analysis addressed Hawaii FSE&T program costs statewide, in the demonstration site on Oahu, and in the comparison site on Hawaii. Findings indicated that the total costs of the program on Oahu quadrupled from the baseline to the demonstration period. The costs of the program in the comparison site doubled. The increase in FSE&T expenditures statewide was also very large. Total costs almost tripled from the baseline to the demonstration period; most was due to the expenditures in the PRIDE program. Distribution of costs in the two sites was similar. Direct service delivery costs accounted for 75-80 percent of total costs in each site. Support services accounted for a bigger share in the comparison site, administrative services for a larger share in the demonstration site. At the state level, administrative costs made up a larger share and direct delivery costs made up a smaller share of costs. The primary source of the increased expenditures in the demonstration site was direct service delivery costs. (Cost data tables are appended.) (YLB)

ED 415 377 CE 075 554

Schexnayder, Deanna T.; Olson, Jerome A.
Hawaii Food Stamp Employment and Training/JOBS Conformance Demonstration: Impact Evaluation Final Report.
SPONS. AGENCY- Hawaii State Dept. of Human Services, Honolulu.
PUB DATE- 97
NOTE- 76p.; For a related document, see CE 075 553.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; Ancillary School Services; Comparative Analysis; Demonstration Programs; Economically Disadvantaged; *Employment Programs; Federal Legislation; Job Placement; *Job Training; Outcomes of Education; Participation; Program Effectiveness; Program Evaluation; *State Programs; Statewide Planning; Tables (Data); Tenure; Vocational Education; Wages; Welfare Recipients; *Welfare Services; Work Experience
IDENTIFIERS- *Food Stamp Employment and Training Program; *Hawaii; Job Opportunities and Basic Skills Program

An evaluation was conducted of the Hawaii Food Stamp Employment and Training/Job Opportunities and Basic Skills Program Conformance Demonstration, known as PRIDE (Positive Response in Developing Employment). The impact analysis examined client participation patterns, services, and employment outcomes. A pre-post/demonstration-comparison site design compared differences in the demonstration (Oahu) and the comparison

Coalition for Advanced Manufacturing; and Sanford Weill, Travelers Group, New York. Their testimony focused on the need for national policy initiatives to reform schools and job training to produce a competitive work force with the skills needed for the next century. They suggested earlier emphasis on acquiring skills needed on the job, more focus on career education at earlier grades, and the necessity for employer input into the school mission. Programs that are fulfilling these ideals were described and the necessity for more collaborative efforts was emphasized. (KC)

ED 415 395 CE 075 603

Watford, Lorraine
How to Study and Manage Your Time Effectively When Working on the Distance Learning Program. OMRDD/REACH/CUNY Distance Learning Program.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 96
NOTE- 21p.; For related documents, see CE 075 604-606.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; Cognitive Style; *Distance Education; Helping Relationship; *Independent Study; Self Control; *Self Management; Study Skills; *Time Management

This booklet is designed to help distance learning participants learn to work independently, be self-disciplined, take responsibility for their own work, study, and manage their time. It describes the support built into the distance learning program, such as the instructor, advisor, e-mail partner, supervisor, and program coordinator. Advantages to distance learning are listed, and the three keys to success--decision making, dedication, and planning--are discussed. A section on getting started and being prepared covers these topics: how to choose units, preparation, discipline, and identification of one's learning style. The rest of the booklet provides pointers on how to study more effectively. The following topics are covered in this section: setting study goals, improving concentration, minimizing distraction, and managing time. Some sample time management forms are appended. (YLB)

ED 415 396 CE 075 604

Denny, Verna Haskins
Communication Skills for OMRDD Direct Care Workers Distance Learning Program. Video Guide.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 96
NOTE- 221p.; For related documents, see CE 075 603-606.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Allied Health Occupations Education; Caregiver Role; *Caregivers; *Communication Skills; *Developmental Disabilities; *Distance Education; Guides; Health Personnel; Individual Development; Instructional Materials; Job Skills; Learning Activities; Medical Services; Planning; *Reading Skills; Time Management; Videotape Recordings; *Writing Skills

access to all; involving business; and lifelong learning never ends. Projects that received financial support from the European Union are listed at the end of the publication. They are coded to the themes. (YLB)

ED 415 413 CE 075 636

CICERO Project. Community Initiatives for Citizenship Education Regionally Organised.
PUB DATE- 97
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Activism; Adult Education; Citizen Participation; *Citizenship Education; *Community Action; *Decision Making; *Empowerment; Foreign Countries; Global Approach; *International Cooperation; International Organizations; International Programs; International Relations; Lifelong Learning; Social Isolation; Unemployment; World Affairs
IDENTIFIERS- *European Union

This report outlines the European Union's Community Initiatives for Citizenship Education Regionally Organized (CICERO) pilot project, its results, and suggestions for further action. It describes the participants from seven different groups at their first meeting in Barnsley, England, and each group's definition of what it would like European citizenship to mean in practical terms. Then, the opinions of two participants in the project are presented. Profiles of the groups from Liverpool, Dearne Valley, Belfast, Leeds, Castleford, Birmingham, and Oxford are then provided. The program for the 3-day intensive workshop in Brussels, November 26-28, 1996, is described. The following activities on day 1 are summarized: an introduction (Nick Blow) on the European Union and what citizenship means; an overview of the SOCRATES program (Angela Vegliante); presentation on education/training in Denmark (Inken Meinertz, Sven Solvig); visit to Conseil des Communautes Africaine en Europe; and presentations on programs for socially excluded groups, including Directorate General (DG) V (Frances Whyte), European Social Fund (Adeline Farrely), Helios Project (Roddric Skinner); and European Year against Racism 1997 (Tanya Lee). Day 2 activities included the following: meeting with Neil Kinnock, Transport Commissioner, and Stephen Hughes, Social Affairs Committee; meeting with the European Women's Lobby (Jyostna Patel); visit to Older Flemish Learners' Center; meeting with Tony Venables, European Citizen's Action Group; and DG XVI: Regional Development Meeting (Graham Meadows). The dialogue session on day 3 is followed by a list of outcomes from and aims and objectives of the CICERO Project. (YLB)

ED 415 414 CE 075 639

Belfiore, Mary Ellen
The Benefits of Participating in Collaborative Committees.
PUB DATE- 97
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Adult Basic Education; Adult Literacy; *Committees; *Cooperation; Employer Employee Relationship; Foreign Countries; *Literacy Education; Organizational Climate; Organizations (Groups); *Participative Decision Making;

Brown, Bettina Lankard
Tech Prep: Is It Working? Myths and Realities.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Education Work Relationship; Educational Objectives; Educational Principles; *Educational Trends; High Schools; *Noncollege Bound Students; Postsecondary Education; Program Development; *Program Effectiveness; *Tech Prep; *Vocational Education

Although tech prep is becoming widely accepted by educators and the business community, the jury is still out regarding whether its anticipated student, school, and community outcomes are being realized. In theory, tech prep's focus is primarily on school-based learning, whereas school-to-work programs also include work-based learning and linkages between the two. The distinction is less clear when the core elements required for tech prep vary among tech prep consortia (as has been reported in the literature). Imprecision in defining the differences between tech prep and school-to-work has created confusion and frustration among the two initiatives' stakeholders. To date, few formal evaluations of tech prep have been conducted to document its claims. Merging tech prep and school-to-work concepts will make it more difficult to evaluate the results of the two reforms. The increased business and industry support enjoyed by tech prep has been one of its most positive outcomes. Because moving students through secondary and on to postsecondary education requires the development of academic and higher-order thinking skills required in the workplace, tech prep is especially valuable for noncollege-bound students. Thanks to its articulation components, however, tech prep is also proving valuable for college-bound students. (MN)

ED 415 433 CE 075 677

Carl D. Perkins Vocational-Technical Education Act Amendments of 1997. Report Together with Additional and Minority Views To Accompany H.R. 1853 .
PUB DATE- 97
NOTE- 190p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Accountability; Adult Education; Cost Estimates; Education Work Relationship; *Educational Legislation; *Federal Legislation; Federal State Relationship; *Financial Support; Policy Formation; Postsecondary Education; Program Administration; Program Costs; Program Implementation; Public Policy; Rural Education; Secondary Education; Special Needs Students; Tech Prep; Urban Education; *Vocational Education
IDENTIFIERS- *Carl D Perkins Voc and Appl Techn Educ Act 1990; Congress 105th

This congressional report presents and examines the Carl D. Perkins Vocational-Technical Education Act Amendments of 1997. The following items are included: text of the amendments; summary of three hearings held in preparation for amending the Perkins Act; statement of views of the Committee on Education and the Workforce regarding needed changes in the act; overviews and section-by-section analyses of the impact of the

Education; Sex Differences; Student Attrition
IDENTIFIERS- *Hispanic American Students; Parent Expectations

Mexican American (MA) students remain at-risk for not completing high school. Since previous research has shown that parental involvement can positively influence MA students' academic achievement, the effects that parental involvement during students' eighth grade year has on students' school attendance in tenth grade are examined. Researchers drew on a national sample of MA students (N=1,714) and their parents. A theoretical model was developed to guide this research. The findings indicate that eighth grade MA students whose parents are involved in discussing school activities, whose educational aspirations for their children are high, and who have previously done well in school are not likely to drop out of school by tenth grade. However, male students may stay in school longer than female students, even though females may experience more parental involvement, and may do better in school than males. Significant differences were also found based on students' gender, the parents' English language proficiency, and the parents' birth place. Students of emigrant parents performed better in school and were more likely to still be in school in the tenth grade than students whose parents were born in the United States. (Contains 21 references.) (RJM)

ED 415 451 CG 028 208

Tucker, Cindy L.; Hansen, James C.; Zevon, Michael A.
Individual and Marital Adjustment among Bereaved and Nonbereaved Parents of Children Treated for Cancer.
SPONS. AGENCY- Department of Education, Washington, DC.; State Univ. of New York, Buffalo.
PUB DATE- 92
NOTE- 20p.; Paper presented at the Annual Meeting of the Society of Behavioral Medicine (13th, New York, NY, March 25-28, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adjustment (To Environment); Adolescents; Bereavement; *Cancer; Children; Coping; Elementary Secondary Education; Family Environment; *Father Attitudes; Grief; *Marital Satisfaction; *Mother Attitudes; Outcomes of Treatment; *Parents
IDENTIFIERS- Cancer Survivors; *Childhood Illnesses; *Emotional Distress

Studies of parents of children treated for cancer have rarely included adequate samples of fathers or couples. Further, bereaved parents have been over-represented as compared to parents of cancer survivors. This study investigated the personal and interpersonal effects of having a child treated for cancer on 124 parents. Twenty-seven married couples were bereaved and 33 married couples were nonbereaved. Four bereaved parents without spouses were also included. All survivors had been off-treatment for at least 6 months and the average time since diagnosis was 6 years. Effects at the personal level-psychological distress-were assessed by self-report on one global scale and 7 subscales of the Brief Symptom Inventory (BSI). Effects at the interpersonal level-marital satisfaction-were assessed by self-report on the summary scale and 2 factors of the Martial Adjustment Test. Mothers and fathers reported higher levels of psychological distress than nonpatient norms, but lower levels than outpatient psychiatric norms. Fathers reported lower levels of marital satisfaction than nonreferred

IDENTIFIERS- *Comprehensive Guidance; North Carolina

School counselors are expected to enhance the school environment so that students can reach their full potential. Some of the tools that counselors need to implement a comprehensive school counseling program are detailed in this resource manual. It offers specific ideas on how to start programs and it includes sample instruments for gathering data to evaluate the school counseling program. Section 1 of the manual is divided into six separate areas to reflect the six functions (program planning, counseling, consulting, coordinating, student appraisal, and professional practices) of school counselors, functions which are found on the Performance Appraisal Instrument for school counselors. Under each function are suggestions for developing programs and activities, and a list of appraisal instruments to help in the evaluation and execution of those functions. Section 2 of the guide focuses on goals for the guidance curriculum, and it offers sample activities for teachers and counselors to use in helping students achieve their objectives. The last section includes updated lists of age-appropriate resource materials, such as videos, books, games, curriculum planning materials, and more. It is emphasized that school counselors, teachers, and administrators should work together to ensure that students reach their potential. (RJM)

ED 415 471 CG 028 248

On Our Way to Becoming: School Counseling in North Carolina. Revised 1995.
PUB DATE- 95
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; Children; *Counselor Training; Elementary Secondary Education; Evaluation Methods; Program Development; Program Evaluation; Pupil Personnel Services; *School Counseling; *School Counselors; School Guidance
IDENTIFIERS- *Comprehensive Guidance; North Carolina

Schools in the United States continue to experience rapid growth and substantial changes. Some of the directional shifts in school counseling programs in North Carolina over the last 16 years, and new directions for these programs, are presented in this manual. It opens with an overview of the philosophy and history of school counseling in the state and some of the major shifts school counseling has undergone. The guide then explores comprehensive school counseling programs, focusing on their development and their role in prevention and remediation. Instructional goals for guidance, services and activities, ways to assess need, and desired characteristics of school counselors and staffs in a comprehensive school counseling program are presented. Section 3 focuses on the school counselor, detailing such factors as training and licensure, supervision and evaluation in administrative work, consulting duties, and program delivery. Some of the components of the school counselor's job are also described, including program planning, counseling, consulting, coordinating, student appraisal, and professional practices and development. The text closes with a section on facilities and resources and contains a glossary. (RJM)

ED 415 472 CG 028 249

*Reading Strategies; *Sex Differences
IDENTIFIERS- Reading Uses

A study examined how, when, and under what conditions severe dyslexics developed high literacy skills, as well as the role of gender differences in literacy development and professional success. Subjects were 60 highly successful dyslexic adults (30 men and 30 women) and 10 nondyslexic male and female normative controls. Results indicated that literacy development was motivated by avid reading in a content area of passionate personal interest. Both male and female dyslexics on average developed basic fluency between ages 10 and 11. Results revealed two distinct groups of highly successful dyslexics, a compensated group and a partially compensated group. Levels of compensation did not vary by gender. Gender differences were found in topics of personal interest reading and mentoring patterns. Findings suggest a model of dyslexia whose key elements are passionate personal interest in a content area requiring reading; avid, highly focused reading; contextual guessing strategies; and deep schema knowledge. (Contains seven references.) (RS)

ED 415 491 CS 013 014

Miller, Marlane
Brainstyles: Change Your Life without Changing Who You Are.
PUB DATE- 97
NOTE- 385p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Brain; *Brain Hemisphere Functions; Case Studies; *Cognitive Style; Decision Making; *Interpersonal Relationship; *Self Actualization; Self Efficacy; Self Help Programs
IDENTIFIERS- Myers Briggs Type Indicator

Based on the idea that an individual's "brainstyle" is a particular set of gifts, this self-help book shows the reader that by understanding how the brainstyle mandates decisions, a person can deliver his or her best in any relationship. The book illustrates with case histories of people who used the brainstyle system to change their lives without changing themselves. Chapter 1 asks some personal questions to activate thought about the need for change; Chapter 2 introduces some research on what to do instead of trying to be perfect. Chapters 3 through 6 describe four core strengths, the brainstyles; Chapter 7 is a brainstyles self test. Chapter 8 tells how to apply brainstyles to create synergy in relationships with anyone anywhere; Chapter 9 provides some tools to transform an individual's relationship with him/herself, with "enemies," and with colleagues at work. Appendix A contains "Brain-Based Aptitudes"; Appendix B contains "The Brainstyle Inventory Scoring Interpretation and Discussion"; Appendix C contains "Technical Report: Construct Validation of a New Measure of Brainstyles"; Appendix D contains "Brainstyles--Myers-Briggs Relationships Report, January 1995"; Appendix E contains additional worksheets. (NKA)

ED 415 492 CS 013 017

Grossen, Bonita
30 Years of Research: What We Now Know about How Children Learn To Read.
PUB DATE- 97
NOTE- 22p.; Funding provided by the Pacific Bell Foundation.

Fishman, a prominent sociolinguist. His eight-stage planning theory to strengthen local languages has been used as a description of, as well as a prescription for, reversing language loss. (Contains 20 references.) (RS)

ED 415 512   CS 216 152

Simmons, John S., Ed.; Baines, Lawrence, Ed.
Language Study in Middle School, High School, and Beyond: Views on Enhancing the Study of Language.
PUB DATE- 98
NOTE- 236p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Classroom Techniques; *English Instruction; Futures (of Society); *Instructional Effectiveness; Intermediate Grades; *Language Arts; *Language Experience Approach; *Language Role; Middle Schools; Poetry; Reading Instruction; Secondary Education
IDENTIFIERS- Learning Environments; *Teaching Perspectives

Based on the belief that language should be the central focus for study in the reading and language arts classroom, this collection presents 10 diverse viewpoints on language study in the middle school and secondary school. The collection is divided into the following areas: studying language through literature and the arts, using writing and speaking to study language, language use in different academic settings, and emerging trends in language study. An introductory article by the editors is entitled "The Context of Language Study in the Contemporary Classroom." Chapters are as follows: Chapter 1: "The Study of Language for Adolescents: A U.S. Historical Perspective" (John S. Simmons); Chapter 2: "A (W)Hole in the Middle: Language Study for Transformed Middle Schools" (Pamela Sissi Carroll); Chapter 3: "Poetics, Poetry Reading, and Poetry Writing" (Michael Angelotti); Chapter 4: "Language Secrets from a First-Year Teacher in a Rural School" (Anthony Kunkel); Chapter 5: "Linguistic and Sociolinguistic Requisites for Teaching Language" (Walt Wolfram); Chapter 6: "The Languages of Words and Numbers" (Micah Dial and Lawrence Baines); Chapter 7: "The Invisible Discrepancies in the Teaching of Language" (Kyoko Sato); Chapter 8: "Language Education in the 21st Century: Dreaming a Caring Future" (John S. Mayher); Chapter 9: "Reading and Writing in the Shadow of Film and Television" (Harold M. Foster); and Chapter 10: "The Future of the Written Word" (Lawrence Baines). An author index and a subject index conclude the collection. (NKA)

ED 415 513   CS 216 154

Pringle, Peter K.; Alderman, Betsy B.
"The Chattanooga Times" and NewsChannel 9: Working Together To Get the Scoop and the Implications for Journalism Educators.
PUB DATE- 97
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Broadcast Journalism; Case Studies; *Commercial Television; Higher Education; *Journalism Education; Mass Media Role; Media Research; *News Media; *News Reporting; Student Development

DESCRIPTORS- *Advertising; Comparative Analysis; Females; Internet; *Marketing; *Mass Media Effects; *Mass Media Role; Media Research; Participative Decision Making; *Persuasive Discourse; Propaganda; Student Attitudes
IDENTIFIERS- Advertising Education; *Advertising Effectiveness; *Media Campaigns

The Advertising section of the Proceedings contains the following 13 papers: "Offering a Creative Track in the Advertising Major: A Case History" (Beth E. Barnes and Carla V. Lloyd); "Messages of Individualism in French, Spanish, and American Television Advertising" (Ronald E. Taylor and Joyce Wolburg); "Frequency Levels and Activity Level Portrayals of the Mature Market: A Content Analysis of Magazine Advertising" (Cecelia Baldwin and Girard Burke); "Campaign Up in Flames: Negative Advertising Backfires and Damages a Young Democrat" (Maggie Jones Patterson, Anitra Budd, and Kristin L. Veatch); "Developing Integrated Marketing Communications Message Delivery Strategies: Challenges and Opportunities Associated with the Brand Contact Concept" (Denise E. DeLorme and Glen J. Nowak); "Animation and Priming Effects in Online Advertising" (S. Shyam Sundar, George Otto, Lisa Pisciotta, and Karen Schlag); "Protecting the Children: A Comparative Analysis of French and American Advertising Self-Regulation" (Ronald E. Taylor and Anne Cunningham); "Applying Integrated Marketing Communications Strategy to Strategic Market Planning: Implications for the Role of Communications in Building and Maintaining Brand Equity" (Saravudh Anantachart); "An Investigation of Three Cultural Values in American Advertising: The Role of the Individual, the Depiction of Time, and the Configuration of Space" (Joyce M. Wolburg and Ronald E. Taylor); "Get Hooked on Collecting: A Qualitative Exploration of the Relationship between the Hallmark Brand and Hallmark Collectors" (Jan Slater); "Calvin Klein's 'Kiddie Porn' Campaign, What's the Fuss? A Q-Sort of Student Attitudes toward Objectionable Advertising" (Robert L. Gustafson and Johan C. Yssel); "A Study of the Underrepresentation of Women in Advertising Agency Creative Departments" (Larry Weisberg and Brett Robbs); and "Preparing Campaigns Students for Groupwork" (Fred Beard). Individual papers contain references. (CR)

ED 415 533 CS 509 658

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (80th, Chicago, Illinois, July 30-August 2, 1997): Communication Tech and Policy.
PUB DATE- 97
NOTE- 194p.; For other sections of these Proceedings, see CS 509 657-676.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Research/Technical (143)
DESCRIPTORS- *Computer Mediated Communication; Foreign Countries; Higher Education; *Internet; Mass Media; *Mass Media Effects; *Mass Media Role; Media Research; Online Systems; *Public Policy
IDENTIFIERS- Cellular Telephones; China; Federal Communications Commission; Hong Kong; *Technology Integration

The Communications Tech and Policy section of the Proceedings contains the following eight papers: "The Wayward Bureaucracy: Government Assessment of FCC Organization and Performance" (Philip M. Napoli); "Understanding Internet Adoption Dynamics" (David J. Atkin, Leo W. Jeffres, and Kimberly Neuendorf); "Online Newsgathering Trends, 1994-96" (Bruce Garrison); "Does

IDENTIFIERS- Discourse Communities; News Sources

The Commission on the Status of Women section of the Proceedings contains the following five papers: "Women as Sources: Gender Patterns in Framing the News" (Lynn M. Zoch and Judy VanSlyke Turk); "Gender Bias in Newspaper Coverage of the 1996 Olympic Games: A Content Analysis of Five Major Dailies" (Katherine N. Kinnick); "Evaluating the Public Information Function: How Media Agents Framed the Silicone Breast Implant Controversy" (Julie Andsager and Leiott Smiley); "Cyber-Wimmin: Co-Opting the Dominant Discourse" (B. Carol Eaton); and "How Do Our Daughters Grow?: Adolescent Socialization Messages in Selected Print and Electronic Media" (Betsy Robertson). Individual papers contain references. (RS)

ED 415 551 CS 509 676

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (80th, Chicago, Illinois, July 30-August 2, 1997): Miscellaneous.
PUB DATE- 97
NOTE- 310p.; For other sections of these Proceedings, see CS 509 657-675.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Research/Technical (143)
DESCRIPTORS- Ability Grouping; Advertising; Agenda Setting; *Beginning Teacher Induction; Case Studies; Censorship; College Faculty; Critical Thinking; Higher Education; *Homosexuality; Internship Programs; Introductory Courses; *Journalism Education; Mass Media; *Mass Media Role; Media Research; Metaphors; Models; Photojournalism
IDENTIFIERS- Situation Comedies

The Miscellaneous section of the Proceedings contains the following 13 papers: "The Language of Public Journalism: An Analysis of the Movement's Appropriation of the Terms Public, Civic, Deliberative Dialogue, and Consensus" (James Engelhardt); "Incorporating Critical Thinking in an Introductory Journalism Course" (Donna Mensing); "Teaching about Teaching: Preparing Doctoral Students for the First Job and Beyond" (Lee Wilkins); "Setting the Media Agenda: A Case Study" (Kyle Huckins); "From Wise to Foolish: The Changing Portrayal of the Sitcom Father from the 1950s to the 1990s" (Erica Scharrer); "Inside the Advertising and Public Relations Internship" (Fred Beard); "Digital Imaging Skills and the Hiring and Training of Photojournalists" (John Russial and Wayne Wanta); "Reflective Practice in Journalism Education" (Rod Allen and Nod Miller); "Freedom for 'My' Speech, But Not for 'Yours': Persistence of Stigma and Gay Liberationists' Urge to Censor in the 1970s" (Elizabeth M. Koehler); "'Healy v. James' and Campus Gay Organizations: Progress of a Movement, 1967-1977" (Elizabeth M. Koehler); "Ability Grouping of Media Writing Students: Closing the Competence Gap in Mechanical Skills" (Stacey Frank Kanihan; Kristie Bunton; Mark Riley Neuzil); "A Model for Effective Learning and Rewarding Teaching in the Journalism, Advertising, and Public Relations Research Classrooms" (Paula M. Poindexter); and "Creating Metaphors for Mass Communication Theory" (Pamela G. Bourland-Davis). Individual papers contain references. (RS)

ED 415 552 CS 509 680

Lamoureux, Elizabeth R.
An Experiential Approach to Teaching Communication Theory:

Law; *Dress Codes; *Due Process; Elementary Secondary Education; Juvenile Gangs; Legal Problems; *Public Schools; *School Policy; School Security; Social Control; *Student Rights
IDENTIFIERS- ERIC Digests; *School Uniforms

Educators and the public are divided over the value of implementing school-uniform policies in the public schools. This digest examines arguments for and against school-uniform policies, identifies legal considerations, and offers guidelines for implementing policies on student dress. Most parents have responded favorably to uniform policies, while children's attitudes vary. The legal issues involve First Amendment claims and liberty claims. Experts recommend that policymakers address three key questions: Are the requirement legally defensible/ Do they actually restore order? Are less restrictive dress codes a better alternative? For example, policymakers can consider five alternatives ranging from least to most restrictive; (1) Do not institute a dress code; (2) institute a dress code that outlines general goals, and let principals and local school officials formulate and implement policy at the grass-roots level; (3) institute an itemized dress code that will be applied throughout the district; (4) authorize a voluntary uniform policy; and (5) authorize a mandatory uniform policy with or without a clearly defined opt-out provision. The policymakers should decide whether to let schools choose their own uniforms and whether to offer financial help to low-income families. (Contains 10 references.) (LMI)

ED 415 571 EA 028 832

Liebschutz, David S.; Schieder, Jeffrey S.; Boyd, Donald J.
FY 1997 Year End Budget Summary. State Fiscal Brief No. 45.
PUB DATE- 97
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Reports - General (140)
DESCRIPTORS- *Budgets; *Economic Impact; Educational Finance; Elementary Secondary Education; Property Taxes; Resource Allocation; *State Legislation; *Tax Allocation; *Tax Effort; Tax Rates; *Taxes

This report summarizes the status of states' budgets at the end of fiscal year 1997. The year's strong national economy boosted tax revenues and helped to decrease welfare rolls. Unemployment at the end of 1997 was below 5 percent nationally and real GDP growth was 3.5 percent for the first 3 quarters of the year. These indicators translate into good news for states as most of them realized surpluses at the end of fiscal year 1997 and higher-than-expected revenues at the beginning of fiscal year 1998. In light of the strong economy, most states cut taxes; however, Hawaii did not finish the year in strong financial condition. Overall, 34 states decreased taxes and 14 states increased taxes during 1997 legislative sessions. Most of the tax cuts tended to be relatively small and are scheduled to be phased in over several years. The personal income tax was the most popular tax to cut, with 22 states doing so. A combination of continued optimism in the economy, revenue collections exceeding expectations, and election-year politics may result in even more tax cuts in 1998. The report also speculates as to state budgets and finance for 1998. Two tables are included. (Contains 19 endnotes). (LMI)

ED 415 572 EA 028 847

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Arbitration; *Child Advocacy; *Conflict Resolution; Court Litigation; Due Process; Elementary School Students; Elementary Secondary Education; Federal Legislation; *Gifted; Preschool Children; Preschool Education; Secondary School Students; State Legislation; State Regulation; *Student Rights
IDENTIFIERS- ERIC Digests; *Negotiation Processes

This brief guide to the legal rights of gifted preschool, elementary, and secondary school children, first notes the lack of a federal law to protect the rights of these children in contrast to children with disabilities and the need for advocates for these students to urge adoption of appropriate statutes and regulations at the state and local levels. The guide focuses on appropriate channels to follow to assure services to all eligible students and maximize the probability of productive conflict resolution. General information is provided on the availability and implementation of the following channels to conflict resolution: (1) negotiation (maintain good records and be informed about local and state regulations and laws); (2) mediation (mediation through state statute is available for gifted students in approximately 10 states); (3) due process (approximately 28 states allow procedural due process for gifted children), and (4) court cases (an analysis has found that these cases fall into such categories as educational opportunities, school policies, and tort liability). The existence of protections for some types of gifted youth under the Office of Civil Rights is mentioned, as are the services of the Legal Issues Network, which helps advocates for gifted children. (DB)

ED 415 591 EC 306 053

Thurlow, Martha L.; Elliott, Judy L.; Ysseldyke, James E.
Testing Students with Disabilities: Practical Strategies for Complying with District and State Requirements.
PUB DATE- 98
NOTE- 299p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Accountability; Check Lists; Compliance (Legal); Decision Making; *Disabilities; *Educational Assessment; Elementary Secondary Education; *Evaluation Methods; Inclusive Schools; Individualized Education Programs; Inservice Teacher Education; School Districts; Staff Development; State Programs; *Student Evaluation; *Student Participation
IDENTIFIERS- Individuals with Disabilities Education Act; *Testing Accommodations (Disabilities)

This book is intended to facilitate the meaningful inclusion of students with disabilities in district and state assessments as required by the 1997 amendments to the Individuals with Disabilities Education Act. First, an introductory chapter offers reasons for including students with disabilities in district and statewide accountability systems. Chapters 2

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adults; *Civil Rights Legislation; Compliance (Legal); *Disabilities; Disability Discrimination; *Equal Opportunities (Jobs); Equal Protection; Federal Legislation; *Legal Responsibility; Questioning Techniques; Safety; *Work Environment
IDENTIFIERS- *Americans with Disabilities Act 1990; Employment Accommodations (Disabilities); *Reasonable Accommodation (Disabilities)

This brief paper summarizes requirements of the Americans with Disabilities Act (ADA) of 1990 related to reasonable accommodation. The following topics are addressed: what is meant by reasonable accommodation and some examples; some ways of determining essential job functions and possible accommodations (such as job descriptions, permissible and impermissible questions, use of medical information, and use of tests); reasonable accommodation and safety considerations; and reasonable accommodation and worker misconduct (especially when the misconduct is related to the individual's disability). A listing of three resources is provided. (DB)

ED 415 611 EC 306 081

Mancuso, Laura L.
Employing and Accommodating Workers with Psychiatric Disabilities. Implementing the Americans with Disabilities Act Series.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Early Education Program for Children with Disabilities.
PUB DATE- 94
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adults; *Civil Rights Legislation; Compliance (Legal); Disability Discrimination; Employment Qualifications; *Equal Opportunities (Jobs); Equal Protection; Federal Legislation; Job Performance; *Legal Responsibility; *Mental Disorders; Severity (of Disability)
IDENTIFIERS- *Americans with Disabilities Act 1990; *Employment Accommodations (Disabilities); Reasonable Accommodation (Disabilities)

This brief paper summarizes requirements of the Americans with Disabilities Act (ADA) of 1990 related to employing and accommodating workers with psychiatric disabilities. The following topics are addressed: (1) what is meant by a psychiatric disability under the ADA, its severity, and its effect on the employment of the individual; (2) popular misconceptions about people with psychiatric disabilities, including: such disabilities are uncommon; mental illness is the same as mental retardation; likely to be violent; there is no hope of recovery; and people with psychiatric disabilities can't tolerate job stress; (3) legal limitations on determining if a worker has a psychiatric disability; (4) how psychiatric disabilities may affect an individual's work performance; and (5) examples of accommodations for workers with psychiatric approach rather than a teacher-centered approach. Examples of approaches that could be considered persuasion-based interventions compatible with this model are perceptual control theory, Adlerian psychology, narrative psychology, and rational-emotive problem solving. (Contains 30 references.) (DB)

ED 415 629 EC 306 111

Gregg, Noel, Ed.; Curtis, Rebecca S., Ed.; Schmidt, Stacia F., Ed.
African American Adolescents and Adults with Learning Disabilities: An Overview of Assessment Issues.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 96
NOTE- 97p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Adolescents; Adult Education; Adults; Affective Measures; Black Dialects; *Black Students; Cognitive Ability; Educational Cooperation; Educational Principles; *Evaluation Methods; Intervention; *Learning Disabilities; Portfolio Assessment; Portfolios (Background Materials); Questionnaires; Secondary Education; Self Concept; *Student Evaluation; Surveys; Teacher Collaboration; Test Bias; Testing Problems
IDENTIFIERS- African Americans

This booklet presents results from four survey questions asked of the audience and papers presented at a 1995 teleconference on assessment issues with African American adolescents and adults with learning disabilities. An introductory paper, "Multiple Factors Impacting the Assessment and Instruction of African American Adolescents and Adults with Learning Disabilities" (Stacia F. Schmidt, Rebecca S. Curtis, and Noel Gregg), reports that the survey found that multiple influences affect African Americans with learning disabilities throughout their entire academic and professional careers. Seven papers addressing other aspects of these issues are then presented: (1) "Self-Concept: Assessment and Intervention for African American Learners with Problems" (Festus E.Obiakor); (2) "Learning Left from Right: 'No Struggle, No Progress': A Consumer's Voice" (Tamekia Tate); (3) "Cognitive and Affective Assessment of African American Students: Perspectives of a School Psychologist" (Geri Y. Tharpe); (4) "Linguistic Bias in the Assessment of African Americans with Learning Disabilities" (Robin E. Perkins-Gordon); (5) "Portfolio and Dynamic Assessment: An Authentic Look at Individual Differences" (Kim Day); (6) "Collaboration, Consultation, and Cooperation: The 'Whole Village at Work'" (Obiakor); and (7) "Additional References: African American Adolescents and Adults with Learning Disabilities" (Schmidt and Curtis). (Individual papers contain references.) (DB)

ED 415 630 EC 306 112

Clark, Marsha J.; Kendrick, Martie; Chamberlain, Linda; Chesley, Esther; Clement, Stacie; Cummings, Dawn; Henri-Mackenzie, Sue; Labbe, Tonya; MacDonald, Janice; McNally, Diana; Niles, Nancy; Raymond, Roberta; Russell, Candice
Before You Decide: What Families Would Like Policy Makers to Know.
SPONS. AGENCY- Administration on Developmental Disabilities (DHHS), Washington, DC.
PUB DATE- 97
NOTE- 38p.
LANGUAGE- English

communication, social abilities, expressive arts abilities, and gross and fine motor skills, regardless of age, disability, or initial skill level. (Author/CR)

ED 415 647 EC 306 130

Harrison, Sharonlyn
Career Development for Non-Traditional Community College Students as Special Education Paraprofessionals. Final Report.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 97
NOTE- 201p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Career Development; Career Ladders; Community Colleges; Community Cooperation; Curriculum Design; *Disabilities; Educational Strategies; Elementary Secondary Education; Higher Education; Minority Group Children; *Nontraditional Students; *Paraprofessional School Personnel; *Special Education; Staff Development; Student Recruitment; *Two Year College Students
IDENTIFIERS- Michigan

This final report describes the Career Development for Non-Traditional College Students as Special Education Paraprofessionals Project, a Michigan project designed to develop career paths and employment opportunities for paraprofessionals who work with children, youth, and adults with disabilities. Its intent was to develop a value-based curriculum that focuses on community presence and participation, communicates guiding values, and emphasizes; human relationships and support to individuals with disabilities. While learning best practices in the field, students also developed the skills needed for successful academic work. Highlights of the project included: (1) creating career path possibilities for paraprofessionals; (2) affecting persons with developmental disabilities and their families through paraprofessional training experiences that provided a vision of community presence and participation; (3) developing an extensive curriculum and student handbook; (4) developing innovative recruitment strategies, including a closed-captioned video; (5) enhancing the status of the direct-care role through building career paths that allowed paraprofessional to obtain higher education and job advancement within the field; (6) increasing minority participants through targeted minority recruitment; and (7) teaching state of the art strategies to paraprofessionals. Appendices include a paraprofessional curriculum for community inclusion, course listings, and a technical assistance guide. (CR)

ED 415 648 EC 306 131

State-Wide Assessment Programs: Including Students with Disabilities.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 98
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-

of any HVAC system, which entails the inventorying of tools and parts. Some control problems that may affect IAQ are provided. (Contains four figures, six references, and a glossary of terms.) (RJM)

ED 415 666 EF 005 018

Jacobs, Bruce W.
Equipment for Measuring Air Flow, Air Temperature, Relative Humidity, and Carbon Dioxide in Schools. Technical Bulletin.
SPONS. AGENCY- Environmental Protection Agency, Washington, DC. Office of Radiation and Indoor Air.
PUB DATE- 96
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Research/Technical (143)
DESCRIPTORS- Air Conditioning Equipment; Air Flow; *Climate Control; Elementary Secondary Education; Heating; Humidity; Measurement Techniques; *School Buildings; Temperature; *Thermal Environment; Ventilation
IDENTIFIERS- *Control Systems (Mechanical); Facility Management; *Indoor Air Quality

Information on equipment and techniques that school facility personnel may use to evaluate IAQ conditions are discussed. Focus is placed on the IAQ parameters of air flow, air temperature, relative humidity, as well as carbon dioxide and the equipment used to measure these factors. Reasons for measurement and for when the measurement of these parameters is warranted, along with guidance for the interpretation of the data obtained, are covered. This is followed by an overview of equipment types that are available to quantify the specific parameters, and a comparison table presenting key factors that differentiate the types of equipment available. Various measurement techniques, such as measuring a room's air velocity, are summarized along with the methodologies recommended for obtaining useful data. Some of the common problems encountered when measuring IAQ are described. It is claimed that with a good understanding of the dynamics of the key IAQ parameters and a modest investment in monitoring equipment, school facilities staff can provide quick, cost-effective responses to IAQ complaints and establish a program that can identify potential IAQ problem areas. (Contains 5 tables and 10 references.) (RJM)

ED 415 667 EF 005 019

Building Ecology and Partition Design. Technical Bulletin.
SPONS. AGENCY- Environmental Protection Agency, Washington, DC. Office of Radiation and Indoor Air.
PUB DATE- 96
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Research/Technical (143)
DESCRIPTORS- *Building Design; *Built Environment; Construction (Process); *Decision Making; Educational Environment; *Educational Facilities Design; Elementary Secondary Education;

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 109p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Classroom Communication; Classroom Environment; Classroom Techniques; Cultural Awareness; *Cultural Education; Curriculum Development; Discourse Analysis; *English (Second Language); Inservice Teacher Education; Instructional Materials; Intermediate Grades; Junior High Schools; *Language Minorities; *Language Role; Material Development; Middle Schools; Second Language Instruction; *Social Studies

The report details a study of ways in which classroom teachers can promote language minority students' academic linguistic competence in English, develop and implement social studies lessons that are sensitive to the cultural and educational backgrounds of language minority students, and help these students adapt to the school-based culture. The study includes examination of middle school social studies (U.S. history and world history) classrooms at several sites around the United States to identify which academic language and culture demands of this content area pose difficulties for these students and which strategies promote student success. Three focal areas are: academic discourse in social studies classes; common social studies activities; and the resources concerning different cultures that students bring to the classroom. Results in each of these areas are summarized. Appended materials include a list of the specific research questions, textbook analysis protocols, and a list of project publications. Contains 101 references. (MSE)

ED 415 686 FL 024 993

Schmidt, Toyoko Y.
Authenticity in ESL: A Study of Requests.
PUB DATE- 94
NOTE- 52p.; M.A. Research Paper, Southern Illinois University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Case Studies; College Environment; College Students; *Communicative Competence (Languages); Comparative Analysis; *English (Second Language); Graduate Students; Higher Education; Instructional Materials; *Interpersonal Communication; Language Research; Native Speakers; *Pragmatics; Second Language Instruction; Speech Acts; *Textbook Content
IDENTIFIERS- *Authentic Materials; *Requests; Southern Illinois University

A study analyzed actual use of one type of utterance, the request, at service counters at Southern Illinois University and compared the findings to the request forms found in four commercially available English-as-a-Second-Language (ESL) textbooks that emphasize communicative competence. It also compared the requests of native and non-native English-speakers. Subjects included faculty members, undergraduate and graduate students, and students' spouses. Requests were categorized as need statements, mitigated need statements, imperatives, imbedded imperatives, permission directives, question directives, and hints. Results indicate that while native speakers used question directives significantly more than other request types, non-native speakers did not show such

Morphology (Languages); Nouns; Psycholinguistics; Sentence Structure; *Syntax; Vocabulary

This study analyzed the grammatical features of two classes of words in Japanese, adjectives and adjectival nouns. Both have functions similar to those of English adjectives, but their behaviors differ syntactically or morphologically from each other. Differences in psychological processes, evident in both lexical retrieval processes and native speakers' errors, are examined. Data are drawn from two sources: elicited "tip-of-the-tongue states" and naturally occurring speech errors in sentence production. Subjects for the first data elicitation were 24 native Japanese speakers, who were provided with 50 written definitions (25 adjectives and 25 adjectival nouns) and asked to give specific information about each. Data in the second analysis were derived from a corpus of 3,300 naturally-occurring speech errors Results support a dual-stage model of lexical retrieval assumed in many sentence production models, but also emphasize the distinctiveness of the two categories during the early stages of sentence production, suggesting that the differences between adjectives and adjectival nouns are syntactic. Contains 18 references. (MSE)

ED 415 708 FL 025 016

Maietta, Stephanie
Patterns of Language Attitudes and Language Use: A Study of New Mexican Adolescents.
PUB DATE- 96
NOTE- 83p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adolescents; *Bilingualism; Child Language; Children; Elementary Secondary Education; *Hispanic Americans; *Language Attitudes; *Language Maintenance; *Language Patterns; Language Role; Language Usage; Questionnaires; Regional Characteristics; Surveys; Young Adults
IDENTIFIERS- *Hispanic American Students; New Mexico

This study, replicating an earlier experimental study, examined language attitudes in New Mexican Hispanic bilinguals aged 10-20, drawing on a socio-educational model of attitude formation and focusing on the relationship between language attitudes and five other variables: age; gender; youth culture; language ability; and language and cultural background. Data were gathered using a questionnaire, administered in both English and Spanish to 217 students in 3 schools (one elementary, one middle, and one high school). Results suggest that the community is limiting its use of Spanish despite generally positive attitudes toward both Spanish and bilingualism. The strongest relationships found in the data were between proficiency, place of origin, and language background and attitudes. Suggestions are offered for improving the reliability of two scales in the questionnaire, those concerning the youth culture and attitudes toward use value and status of Spanish. Both English and Spanish versions of the questionnaire are appended. Contains 19 references. (MSE)

ED 415 709 FL 025 017

Futernick, Ken; Arnstine, Barbara; Hodson, Tim; Le Fevre, Cindy
Literacy and Culture: The Problems and Promises of Bilingual Education. The LegiSchool Project. A Town Hall Meeting.
PUB DATE- 96

Development for Institutional Managers" (Robin Middlehurst); (7) "The Training of Academic Heads of Departments" (John L. Davies); (8) "Provision for Allied Staff" (John Doidge); (9) "Working Across the Hierarchy" (Liz Beaty); (10) "The Implications of Quality Assurance, Audit and Assessment" (George Gordon); (11) "An Institutional Framework" (Lewis Elton); (12) "A Strategy for Evaluation" (David Baume and Carole Baume); and (13) "Meeting the Challenges" (David Boud). (Contains 240 references.) (DB)

ED 415 728 HE 030 747

Duke, Chris
The Learning University. Towards a New Paradigm? The Cutting Edge Series.
PUB DATE- 92
NOTE- 155p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Change Strategies; *Continuing Education; Educational Change; Faculty Development; Foreign Countries; Government School Relationship; Higher Education; *Institutional Mission; *Lifelong Learning; Mission Statements; Models; Organizational Objectives; Professional Continuing Education; Resistance to Change; Staff Development; Trend Analysis
IDENTIFIERS- *United Kingdom

This book examines the changing role of institutions of higher education within the context of bids made by British universities to the Universities Funding Council for funding, the changed organizational structures of British polytechnics, and the increasing importance of continuing education. Emphasis is on the new role of the university as a center for continuing and lifelong learning. The first chapter examines old assumptions about universities, the new paradigm, and the change process. Chapter 2 considers aspects of the new language of higher education. Chapter 3 discusses mission statements, aims and objectives of universities, especially regarding lifelong learning and continuing/recurring education. Chapter 4 focuses on the new structures and arrangements for incorporating principles of continuing education into established university teaching. The fifth chapter discusses compatibilities and tensions between traditional and new models and the following chapter considers issues of access, quality, accountability, and standards. Chapter 7 is about staff development, seen as "internal continuing education" within each university. The final chapter asks how far changes resulting from university aspirations to provide continuing and lifelong education are likely to go and whether this emerging paradigm is being realized. (Contains approximately 175 references.) (DB)

ED 415 729 HE 030 748

Thomas, Kim
Gender and Subject in Higher Education.
PUB DATE- 90
NOTE- 207p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- *College Students; Course Selection (Students);

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *College Freshmen; *Developmental Studies Programs; Educational Trends; Higher Education; Minority Groups; Private Colleges; Public Colleges; *Remedial Instruction; Trend Analysis; Two Year Colleges

This brief report uses tables and narrative to summarize data on remedial education provided in higher education institutions, including the percentage of institutions offering remedial courses and the percentage of freshmen who enroll in these courses. The data indicate that: (1) the percentage of freshmen enrolled in remedial courses and the percentage of institutions offering remedial courses was similar in 1989 and 1995; (2) in 1995, freshmen were more likely to enroll in a remedial mathematics course than a remedial reading or writing course; this percentage had increased since 1989; (3) in 1995, freshmen in public two-year colleges were almost twice as likely to enroll in remedial courses than freshmen in public four-year institutions; (4) almost all public two-year institutions, about three-quarters of public four-year institutions, and about half of private four-year institutions offered remedial writing and mathematics courses; and (5) remedial reading, writing, and mathematics courses were offered in a larger percentage of institutions with high minority enrollment than in institutions with low minority enrollment. (DB)

ED 415 748 HE 030 892

Bennett, John B.
Collegial Professionalism: The Academy, Individualism, and the Common Good.
PUB DATE- 98
NOTE- 193p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Codes of Ethics; Collective Bargaining; *College Faculty; Collegiality; Deans; Department Heads; Departments; *Ethics; *Faculty College Relationship; Higher Education; Individualism; Models; Peer Relationship; *Professional Isolation; Values

This book on ethics in higher education examines the current condition of faculty isolation and organizational fragmentation, and the concomitant "insistent individualism" at many institutions. A philosophical model that reflects the academy in its current state is suggested, along with an alternative relational model that involves creation of an environment of collegial professionalism. Specific strategies for implementing the proposed relational model are provided, including adoption of a universal code of ethics; possible elimination of college majors; public access to private research; greater collaboration between faculty members in course development; implementation of uniform standards for faculty evaluations; public recognition of faculty members who contribute to the common good of higher education; and rotation of the department chair position among faculty members. Among the topics discussed are faculty individualism, departmental separatism, generational differences, codes of ethics, collective bargaining, and the competition in the academy for funding and students. Chapter 1 explains the issues, Chapter 2 develops the two contrasting models, Chapter 3 continues to explore faculty unease, Chapter 4 looks at insistent individualism in organizational structures, and Chapters 5 and 6 explain further how the proposed relational model can offer evaluate the impact of the project. An outcome of the project has been the introduction of two graduate seminars and one undergraduate course covering research ethics or the responsible conduct of science. (SW)

ED 415 766   HE 030 912

Adjunct Faculty Morale and Faculty Development.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 91
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adjunct Faculty; College Faculty; *College Instruction; Collegiality; Faculty College Relationship; *Faculty Development; Higher Education; Interdisciplinary Approach; Seminars; Teacher Attitudes; Teacher Collaboration; *Teacher Morale; Teacher Workshops; *Teaching Conditions
IDENTIFIERS- *Burlington College VT

A series of 10 seminars on teaching and learning across the curriculum were offered at Burlington College (Vermont) to improve faculty morale and to provide faculty development at this college which relies on an all-adjunct faculty. These interdisciplinary seminars focused on local context and culture. The 32 participants, who were paid an honorarium, were required to write papers on any aspect of teaching and learning at the college. While half of the seminars focused on these papers, the remainder focused on general considerations, such as teachers as classroom researchers, the philosophy of education, and learning theories. All participants rated the seminars highly; they viewed the seminars as an opportunity to work with other faculty and appreciated the interdisciplinary experience. In addition, a questionnaire was completed by 53 faculty at the college to obtain demographic information, along with faculty ratings on both the importance of and satisfaction with 41 items related to faculty morale and faculty development. Interview and survey findings indicated high morale among adjunct faculty in a variety of areas such as academic freedom, small class size, and student support services. However, the greatest gaps between faculty expectations and satisfaction centered on compensation for teaching and nonteaching functions. (SW)

ED 415 767   HE 030 913

Honors Access Program.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 92
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Academic Persistence; Access to Education; *Advanced Students; *College Students; Higher Education; *Honors Curriculum; *Minority Groups; Student Placement; *Summer Programs
IDENTIFIERS- *University of California Riverside

The Summer University Honors Program (SUHP) was designed to

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Adult Students; *Andragogy; *College Outcomes Assessment; College Preparation; Counseling; Educational Environment; Foreign Countries; Higher Education; Humanities; *Nontraditional Students; Post High School Guidance; Sciences; Universities
IDENTIFIERS- Scotland; *Scottish Wider Access Programme

This document is the final report on the experiences of mature students who had entered higher education through the Scottish Wider Access Programme (SWAP), a one-year course designed to provide an alternative route into higher education for adults and which utilizes a supportive environment plus an incremental, modular approach and small-group learning situations. Sections of the report, which includes 12 tables and 2 figures, provide an overview of the program and its methodology; present students' own accounts of their experiences; note students' progress; personal factors affecting students in higher education; academic experiences; goals and guidance in higher education; and the SWAP program as preparation for higher education. For this report, 53 of 100 students whose SWAP experiences were discussed in an earlier study were followed between 1994 and 1997; the majority were between 25 and 50 and had heavy financial and family responsibilities. Just over one-third experienced some difficulties. The report concludes that if all students are to maximize their educational potential, institutions will have to increase support for this growing diversity of entering students. Appendices include research procedures, response rates, summaries of cohort and student histories, and charts summarizing various financial and self-evaluation data. (BF)

ED 415 786 HE 030 932

Zimmerman, Robert
Social Marketing Strategies for Campus Prevention of Alcohol and Other Drug Problems.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 97
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Alcohol Abuse; Alcohol Education; *Behavior Change; Change Agents; *Change Strategies; College Environment; College Students; Community Coordination; Drinking; Drug Abuse; Focus Groups; Higher Education; Interviews; Marketing; Pretesting; *Prevention; School Community Relationship; Student Attitudes; *Substance Abuse; Surveys
IDENTIFIERS- *Social Marketing

This document sets out one segment of a comprehensive approach intended to assist institutions of higher education in developing and carrying out alcohol abuse and other drug prevention programs. Social marketing is described as a tool of environmental management, that seeks to produce a specified behavior in a target audience. Intended for a broad campus audience, the brochure examines the development of social marketing and uses 10 campus examples to illustrate ways to

A Practitioner's Guide to Integration. Introduction and Foundations for Integration. Module 1.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- 96
NOTE- 64p.; For modules 2-4, see CE 075 430-432.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Education; Articulation (Education); Case Studies; *Education Work Relationship; Educational Improvement; Educational Philosophy; *Educational Practices; Elementary Secondary Education; *Integrated Curriculum; School Districts; Teaching Methods; Vocational Education
IDENTIFIERS- *Missouri

This module is the first section of a four-part how-to manual for integrating curriculum in grades K-12, especially in Missouri. The module provides a definition for integrated learning and suggests ways to categorize types of integration. It also examines the benefits of integration for everyone involved and dispels many of the common myths about integration. The module presents two case studies and comments from teachers, students, and administrators who are actively involved in integration. The module is organized in two sections. The first section answers the following questions: What is integration? What form does integration take? and Who can be involved in integration?; it includes the Hallsville School case study. The second section, which includes the Kansas City East School case study, provides five answers to the question, "Why integrate?": the work force reason, the learning reason, the school efficiency reason, the social justice reason, and the benefits of integration. Contains descriptions of 10 school reform measures, a glossary defining 19 terms, and 24 references. (KC)

ED 415 341 CE 075 430

A Practitioner's Guide to Integration. Planning Guide. Module 2.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- 96
NOTE- 97p.; For modules 1-4 in this series, see CE 075 429-432.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Education; Articulation (Education); Case Studies; *Education Work Relationship; Educational Improvement; Educational Philosophy; *Educational Practices; Elementary Secondary Education; *Integrated Curriculum; Program Development; School Districts; Teaching Methods; Vocational Education
IDENTIFIERS- *Missouri

This module is the second section of a four-part how-to manual for integrating curriculum in grades K-12, especially in Missouri. The module focuses on how integration can occur, with topics ranging from communication to scheduling to various models, career paths, and thematic units. A case study and comments from teachers, students, and administrators who are actively involved in integration in Columbia Public Schools are interspersed throughout the module. The schools portrayed in

PUB DATE- 96
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996). For related documents, see CE 075 512-513.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Experiential Learning; Grade 8; Junior High Schools; *Learning Experience; Middle Schools; School Community Programs; School Community Relationship; *Service Learning; *Student Attitudes; *Student Participation; Student Volunteers; Work Experience
IDENTIFIERS- *Middle School Students

A study examined 64 eighth-grade students' perceptions of opportunities available from participating in service learning and contrasted these with perceived learning opportunities available in school. Each student was enrolled in a 10-week required service learning course. Students visited service sites daily and had reflection periods two times per week during which they wrote in journals and discussed concerns. Sites included preschools or day care centers, senior centers, an elementary school, and a school for disabled children. Participants in service learning reported the following: the experience provided different learning opportunities than school; most strongly felt they made a contribution and had the opportunity to express important personal values; and they felt less bored, more grown up, and more important during service learning than during school. However, the finding that school improved their opportunities for the future more than service learning seemed a function of a small subset of students (n=9) who reported they learned "nothing" from participating in service learning. When these students were dropped from all analyses, this difference was no longer statistically significant. Results indicated great variability within sites. This suggested that the specific activities in which students engaged at a particular site needed to be more closely studied. Students who viewed reflection positively also reported more opportunities available from service learning. (Contains 12 references) (YLB)

ED 415 360 CE 075 523

Recommended High School Programs of Study for College Preparation and Broad Career Concentrations. A Report Submitted to the Governor, Lieutenant Governor, and Speaker of the House, and the Seventy-Fifth Texas Legislature.
PUB DATE- 97
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Agricultural Occupations; Art; Business Education; Career Choice; Career Education; Career Planning; *Careers; College Bound Students; Communications; Criminology; *Education Work Relationship; Engineering Technology; *High Schools; Higher Education; Individual Development; Industry; Marketing; Mass Media; Medical Services; Natural Resources; *Occupational Clusters; Personnel Management; State Programs; *Statewide Planning; Technology
IDENTIFIERS- *Texas

(Hawaii) sites. Department of Human Services administrative data files, Unemployment Insurance quarterly earnings records, and University of Hawaii postsecondary education completion data were analyzed. Findings indicated that administrative data files needed to answer many questions concerning participation patterns were not archived. Response to being called in to participate in an employment and training program dropped 25 percent during the demonstration. Declines in average monthly participation occurred in individual job search (down 40 percent) and basic education (down 5 percent). Participation increased in vocational training (17 percent) and work experience (25 percent). Effects of the demonstration were measured for employment rates immediately following program participation, quarterly earnings immediately following job placement, and job retention rates six months after employment. Most differences were statistically insignificant. The only measure that showed a significant net effect was employment retention. (Appendixes include methodology and data used and detailed statistical results in 25 tables.) (YLB)

ED 415 378 CE 075 555

O'Shea, Daniel P.; Norris, Dave N.
Texas Food Stamp Employment and Training/JOBS Conformance Demonstration: Cost Analysis Final Report. Revised.
SPONS. AGENCY- Texas State Dept. of Human Services, Austin.
PUB DATE- 97
NOTE- 56p.; For related documents, see ED 399 426-427 and CE 075 556.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; Ancillary School Services; Comparative Analysis; *Cost Effectiveness; Demonstration Programs; Economically Disadvantaged; *Employment Programs; Expenditure per Student; Federal Legislation; *Job Training; *Program Costs; Program Effectiveness; Program Evaluation; State Programs; Statewide Planning; Tables (Data); Welfare Recipients; *Welfare Services
IDENTIFIERS- *Food Stamp Employment and Training Program; Job Opportunities and Basic Skills Program; *Texas

An evaluation was conducted of the Texas Food Stamp Employment and Training(E&T)/Job Opportunities and Basic Skills Program Conformance Demonstration. The cost analysis determined the impact of the demonstration, the BOND (Better Opportunities for New Directions) program, on costs of administering and providing activity components and support services to participants. It addressed pre/post-demonstration and cross-site E&T program costs for McLennan County (demonstration site) and Smith County (comparison site) as well as annual statewide E&T costs. Findings indicated that BOND required far greater commitments of resources than the pre-demonstration E&T program and the comparison site and influenced spending levels and patterns of the E&T program statewide, particularly child care expenditures. Costs in BOND increased for several reasons: it served more clients who had access to a wider range of activities; clients were generally enrolled for longer periods and required more support services; and BOND provided case management services to all participants. E&T costs were two to three times higher in McLennan than in Smith County. Most of this increase was due to increased child care costs. Although the expanded preemployment and education activities and other services required significantly larger program expenditures

Adapted from a larger distance learning program, this video guide is designed for use by students who feel most comfortable working within the video modality. It contains self-study exercises for development of job-related reading, writing, problem-solving, and reasoning skills required of direct care workers. This independent, self-paced course is divided into 10 theme areas, each relating to a work task that is part of the direct care worker's job. Each theme area is divided into separate units each planned to take about 1 hour to complete. The materials are related to three videotapes. Each unit consists of these components: job context, communication skills covered, objectives, materials list, introduction, description of videotape material, learning activities, and supplements. Theme areas are as follows: introduction to distance learning and reflections on the relationship between direct care work and communication skills; writing notes and narratives; incident reports; individualized planning process; medications; communicating and connecting with individuals; managing daily living activities; improving productivity and job efficiency through personal development; preview of direct care for transitional workers; and career-related college and academic skills. Appendixes include the following: a form to evaluate the guide, information on how to study and manage your time effectively, topics and learning objectives, and answer key. (YLB)

ED 415 397 CE 075 605

Denny, Verna Haskins
Communication Skills for OMRDD Direct Care Workers: Distance Learning Study Guide. Instructor's Manual.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 96
NOTE- 363p.; For related documents, see CE 075 603-606.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Allied Health Occupations Education; Caregiver Role; *Caregivers; *Communication Skills; *Developmental Disabilities; *Distance Education; Health Personnel; Individual Development; Instructional Materials; Job Skills; Learning Activities; Medical Services; Mental Health Workers; Mental Retardation; Planning; *Reading Skills; Teaching Guides; Time Management; *Writing Skills

This instructor's manual provides an overview, directions, and answer keys for working with the study guide for direct care workers who are enrolled in a self-directed communication skills distance learning program for developmental disabilities workers. It begins with a list of the 12 theme areas and 105 units into which the theme areas are divided. Guidelines are provided for evaluating reading comprehension and writing. The manual is divided into the 12 theme areas and 105 units. These components are provided for each unit: job context, communication skills covered, objectives, purpose of unit, videotape material, descriptions of or guides for evaluating student responses or answer keys to assignments, and supplements. Theme areas are as follows: introduction to distance learning and reflections on the relationship between direct care work and communication skills; writing notes and narratives; incident reports, part 1; incident reports, part 2; individualized planning process; medications; communicating and connecting with individuals; managing daily living activities;

Professional Development; Quality of Working Life; *Teamwork; *Workplace Literacy
IDENTIFIERS- *Canada

A study was conducted to show the effect that participation in workplace committees has on committee members. The subjects were 34 members of Workplace Education Center (WEC) projects of ABC Canada who work on establishing and maintaining workplace literacy initiatives; they were interviewed by phone or in group discussions. The study found that, overall, committee members used their participation in this research as an opportunity to re-think important issues and refine further their approach to a collaborative process. For some members, the WEC committee work began a new way of thinking and acting on a number of workplace issues: literacy, job training, investigation of concerns, involvement of employees, the steps in project planning, and the sources and uses of power in organizations. Benefits to committee members included the following: increased knowledge about and skills for process and project work and working with others in a new style of teamwork, a boost of confidence, and an awareness of the issues that challenge an organization. Benefits to the organization included increased worker skills and a better attitude throughout the company. Challenges to the team members included the teamwork process, literacy issues, time and perseverance, and the roles and relationships of senior management. (KC)

ED 415 415 CE 075 640

Sansregret, Marthe
Recognizing Our Own Potential: PLAR, Canadians and the Global Economy.
PUB DATE- 97
NOTE- 13p.; Paper presented at the National Forum on Prior Learning Assessment and Recognition (2nd, Montreal, Quebec, October 6, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Adult Students; Adults; College Programs; *Credentials; *Employment Qualifications; *Experiential Learning; Foreign Countries; Higher Education; Knowledge Level; Performance; *Portfolio Assessment; *Prior Learning; Standards
IDENTIFIERS- *Canada

Prior Learning Assessment and Recognition (PLAR) is a new field, but it has a long history, since children have always learned from adults and demonstrated their competence by observation of their work or by the quality of their products or services. Later, formal learning became more valuable and recognized school credentials paved the way to good jobs. Only when adults began returning to school in large numbers has the idea of recognizing learning outside the campus evolved. In Canada, for lack of procedures recognizing adult learning, academic institutions admitted adults as "mature students" who could provide proof of what they had learned. Today, procedures are being developed to test and document adult learning from a variety of sources. Portfolios are encouraged, but it is often wrongly assumed that adults must develop a portfolio for each field of study instead of an integrated one. It is also thought that many new tests must be developed, whereas the standard tests that traditional undergraduates take may suffice to allow adults to demonstrate mastery of a subject. Developing a PLAR amendments on the four titles of the 1990 Perkins Act; oversight findings of the committee; estimate of the amendments' cost; voting record of the members of the Committee on Education and the Workforce on the individual amendments; text of changes made in the 1990 Perkins Act by the amendments; and additional and minority views regarding the amendments. The text of changes in the 1990 Perkins Act constitutes approximately 75% of the report and details changes in the following: vocational-technical education assistance to the states (including state organization and planning responsibilities); basic state grants for vocational-technical education (including funds allocated for secondary, postsecondary, and adult vocational-technical education programs and for rural areas, special populations, and large cities); research and development (including funding for tech prep); and general provisions (federal administrative provisions; state administrative provisions; definitions). (MN)

ED 415 434 CE 075 678

Vocational Rehabilitation Act Reauthorization. Hearing on Examining Proposed Legislation Authorizing Funds for Programs of the Rehabilitation Act, Including H.R. 1385, to Consolidate, Coordinate, and Improve Employment, Training, Literacy, and Vocational Rehabilitation Programs in the United States, before the Subcommittee on Employment and Training of the Committee on Labor and Human Resources. United States Senate, One Hundred Fifth Congress, First Session.
PUB DATE- 97
NOTE- 107p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Adult Education; Adult Literacy; Coordination; *Disabilities; *Educational Legislation; Educational Needs; Employment Programs; *Federal Legislation; Hearings; *Job Training; Literacy Education; Policy Formation; Position Papers; Postsecondary Education; Program Costs; Public Policy; Special Education; *Vocational Education; *Vocational Rehabilitation
IDENTIFIERS- Arkansas; Congress 105th; Minnesota; Ohio; Vermont; Virginia; *Vocational Rehabilitation Act 1973

This congressional report contains testimony pertaining to reauthorization of the Vocational Rehabilitation Act, which was drafted to authorize funds for programs covered by the act and consolidate, coordinate, and improve employment, training, literacy, and vocational rehabilitation programs in the United States. Statements were provided by three U.S. senators (Mike DeWine, Ohio; Paul D. Wellstone, Minnesota; Tom Harkin, Iowa) and representatives of the following agencies and organizations: Office of Special Education and Rehabilitative Services of the U.S. Department of Education; Rehabilitation Services Administration; National Institution of Disability and Rehabilitation Research; Ohio Rehabilitation Services Commission; Vermont Association of Business, Industry, and Rehabilitation; National Council for Independent Living; Fairfax Opportunities Unlimited; Consortium for Citizens with Disabilities; Council for State Administrators of Vocational Rehabilitation; and Arkansas Rehabilitation Services. An appendix constituting approximately 50% of the document contains statements, articles, publications, and letters that were submitted by 18 individuals and representatives of the following agencies and organizations: Council of Organizational Representatives; National Rehabilitation Association; National male norms; mothers did not differ from norms on marital satisfaction. Matched pairs t-tests on 60 couples demonstrated no differences between mothers and fathers in terms of levels of psychological distress and marital satisfaction. Bereaved and nonbereaved mothers did not differ on reported levels of psychological distress after controlling for the effects of time since diagnosis. This time effect appeared to be more salient for mothers, with mothers of more recently diagnosed children reporting higher levels of distress. Bereaved fathers did report higher levels of psychological distress on several BSI subscales than did nonbereaved fathers; no effect of time since diagnosis was observed for fathers. After a median split into high and low on the distress dimension, bereaved mothers reporting higher psychological distress also reported lower satisfaction with their marriages. Fathers reporting higher levels of psychological distress also reported lower marital satisfaction, but this was true of both bereaved and nonbereaved fathers. The results reveal some areas of similarity in outcome for bereaved and nonbereaved parents and for mothers and fathers of children treated for cancer. There are suggestions, however, of differential processes for mothers and fathers in terms of the effects of time since diagnosis, treatment outcome, and personal distress on satisfaction with the marital relationship. The results are suggestive of the complexities of parental coping with childhood cancer and the need for greater specificity and continued study. (Author)

ED 415 452   CG 028 222

Katz, Phyllis A.; Barrett, Marty
Early Predictors of Children's Intergroup Attitudes.
PUB DATE- 97
NOTE- 17p.; Paper presented at the Annual Meeting of the American Psychological Association (105th, Chicago, IL, August 15-19, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Blacks; *Childhood Attitudes; Children; *Intergroup Relations; Parent Influence; *Predictor Variables; Preschool Education; *Racial Attitudes; *Racial Bias; *Sex Bias; Social Influences; Whites
IDENTIFIERS- African Americans

Why some children become biased and the conditions behind such biases are explored in this paper. The focus is on developmental patterns associated with race and gender attitudes during the preschool period and the factors that predict bias. The study examined children who were six months old and followed them and their families (N=210) until the children reached age six. Half of the original sample were African American and half were Euro American. Results indicate that the race group of the child, together with associated differences in socialization experiences, were significant predictors of racial attitudes. White children showed more total bias, higher in-group favoritism scores, and exhibited developmental increases in bias over the preschool period. The developmental course of Black children's attitudes was more variable. Gender bias showed some parallels with racial bias. The child's gender group was a significant factor in determining young children's gender attitudes. Parental attitudes, although not directly influential, did affect children through practices such as room decor, toy choice, and same-sex models. (RJM)

Marcus, Robert F.
Temperament in Infancy and Early Childhood: Implications for the Diagnosis of Regulatory Disorders.
PUB DATE- 97
NOTE- 20p.; Paper presented at the Annual Meeting of the American Psychological Association (105th, Chicago, IL, August 15-19, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Disorders; *Child Behavior; Child Development; Children; Correlation; Early Childhood Education; Etiology; Infants; *Parent Child Relationship; *Personality; Personality Theories; *Psychopathology
IDENTIFIERS- *Regulatory Disorders

Previous research on childhood temperament has produced complex and largely unexplored heuristic models with which to understand the etiology of childhood psychopathology. Such research may help in the diagnosis of regulatory disorders in infancy and childhood, which is the focus of this paper. The recent formulation of regulatory disorders by the National Center for Clinical Infant Programs serves as a basis for examining the developmental psychology literature. The research indicates that, although temperament may be a risk factor for psychopathology, it is relatively unstable and does not carry the usual "fixedness" implied in psychopathology. Additionally, temperament has no acceptable research basis as to when it should be labeled pathological in and of itself. Likewise, the definition of regulatory disorders is problematic because the cutoffs are unclear, construct coherence is low, and relationships with existing diagnostic entities remain indistinct. Models in which temperament leads to pathological outcome suggest that it may be the parent-infant dyad that is pre-pathological and should be diagnosed. However, the interaction between temperament and caregiving should be examined for its own stability, key components, and form of pathological outcome before it is diagnostically useful. Some implications of the findings are discussed. Contains 33 references and 2 tables. (RJM)

ED 415 473 CG 028 250

Edelstein, Linda N.
Revisiting Erikson's Views on Women's Generativity, or Erikson Didn't Understand Midlife Women.
PUB DATE- 97
NOTE- 16p.; Paper presented at the Annual Meeting of the American Psychological Association (105th, Chicago, IL, August 15-19, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Development; Developmental Psychology; *Developmental Stages; *Females; Individual Development; *Middle Aged Adults; Models; Self Concept; *Sex Differences
IDENTIFIERS- *Erikson (Erik); Feminist Scholarship; Gender Issues; *Generativity

The past 15 years have brought a re-evaluation of women's adult development in light feminist thinking. However, many outdated

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Beginning Reading; Early Intervention; *Instructional Effectiveness; Literature Reviews; Primary Education; Reading Comprehension; *Reading Difficulties; *Reading Instruction; *Reading Research; Teaching Methods
IDENTIFIERS- Direct Instruction; National Institute Child Health Human Development; Phonemic Awareness

This paper considers reading research carried out by the National Institute of Child Health and Human Development (NICHD). The paper presents a synthesis of this research on reading. It begins with a note about the NICHD research program and a discussion of how the program is different from other studies of reading. It then discusses a new understanding of reading based on identifying the nature of reading difficulties and their causes. The next section discusses research on treatment for reading difficulties, arguing for early identification and treatment; explicit, systematic instruction in sound-spelling correspondences; and that prediction from context is not a useful strategy for word recognition. The next section presents seven key research-based principles of effective reading instruction: (1) begin teaching phonemic awareness directly at an early age; (2) teach each sound-spelling correspondence explicitly; (3) teach frequent, highly regular sound-spelling relationships systematically; (4) show children exactly how to sound out words; (5) use connected, decodable text for children to practice the sound-spelling relationships they learn; (6) use interesting stories to develop language comprehension; and (7) balance use of interesting stories with decoding instruction, but do not mix comprehension instruction and decoding instruction. The paper concludes with a brief description of other important research questions and findings, as well as future directions of NICHD research. Contains 49 references, one figure, and two tables of data. (RS)

ED 415 493 CS 013 020

Furman, Laura, Ed.; Standard, Elinore, Ed.
Bookworms: Great Writers and Readers Celebrate Reading.
PUB DATE- 97
NOTE- 347p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Authors; English Literature; *Intellectual Development; North American Literature; *Personal Narratives; Reading Aloud to Others; *Reading Habits; Reading Interests; Reading Material Selection; *Reading Motivation
IDENTIFIERS- *Personal Experiences; Reading Uses

The voices in this anthology, i.e., Zora Neale Hurston, Eudora Welty, Anthony Trollope, E.M. Forster, Franz Kafka, Frederick Douglass, Emily Post, Virginia Woolf, Bernard Malamud, and many others, describe the excitement of first learning to read and remind everyone of the unique companionship offered throughout life by books. The anthology contains selections from diaries, letters, plays, and books written over the last 2 centuries that reflect the individual's relationship to the act and skill of reading. The anthology is divided into six sections, each with a short introduction. In Part I, "The Young Reader," the literacy narrative is presented--recollections of first

IDENTIFIERS- *Local Media; *Media Collaboration; Tennessee (Chattanooga)

Although high profile media mergers gain national attention, collaboration seems to be the trend among local news gathering organizations. Local media are discovering that one answer to cutbacks in budgets and personnel is to work with the competition to get the story. The verdict is still out about how the competitor-as-collaborator approach will affect the news product. One effort appears to have only begun the collaboration between a local newspaper and television news operation. "Behind the Badge," an in-depth look at the Chattanooga (Tennessee) Police Department, was published and aired during the first week of August 1996 by "The Chattanooga Times" and WTVC NewsChannel 9. This case study challenges the traditional model of news organizations as competitors and, thus, has implications for journalism educators. It also demonstrates interesting techniques in the collaborative efforts of gathering and presenting news information. Among the implications for journalism educators are: (1) impressing on print- and broadcast-oriented students an understanding that both of the competing media can perform valuable journalistic roles; (2) preparing tomorrow's journalists to work with each other, one of the ingredients of success in the collaboration described here; and (3) ensuring that journalism students understand the methods, strengths, and shortcomings of the two media. Technology and technique may differ, but each can produce good journalism. (Contains 22 references.) (Author/CR)

ED 415 514 CS 216 156

Bender, Sheila, Ed.
The Writer's Journal: 40 Contemporary Writers and Their Journals.
PUB DATE- 97
NOTE- 405p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Authors; *Creative Development; *Creative Writing; *Diaries; *Journal Writing; United States Literature; Writing Improvement
IDENTIFIERS- *Authorship; Contemporary Literature; Contemporary Rhetorical Strategies; *Writing Models

This anthology presents excerpts from the journals of 40 of today's most noted writers, along with their comments on the role of journal-keeping in creating their art. Besides being generally instructional to other writers and a lesson in how to create a personal journal, the anthology is a look at writers in the midst of creating. It includes detailed instructions for keeping a writer's journal and annotated bibliographies of books on the creative process and on the journals of literary and historical figures. In alphabetical order, the writers are: Diana Abu-Jaber, Kathleen Alcala, Robert Alexander, James Bertolino, Linda Bierds, Ron Carlson, Omar S. Castaneda, Henri Cole, Chitra Banerjee Divakaruni, Janice Eidus, Reginald Gibbons, Patricia Hampl, Jim Harrison, Robert Hellenga, Robin Hemley, Brenda Hillman, Israel Horovitz, Pam Houston, Fenton Johnson, Maxine Kumin, Craig Lesley, Denise Levertov, Phillip Lopate, Jaime Manrique, David Mas Masumoto, William Matthews, Kyoko Mori, Naomi Shihab Nye, Stanley Plumly, David Reich, Lisa Shea, Kim R. Stafford, Ilan Stavans, Marianna de Marco Torgovnick, Kathleen Tyau, Joan Weimer, Steven Winn, Shawn Wong, Elizabeth Woody, and Al Young. (NKA)

ED 415 515 CS 216 160

WEB Advertising Work? Memory for Print vs. Online Media" (S. Shyam Sundar, Sunetra Narayan, Rafael Obregon, and Charu Uppal); "Duopoly Market Structure as Public Policy: Lessons from the Cellular Telephone Industry" (Hugh S. Fullerton); "The Internet: Is the Medium the Message?" (Mark W. Tremayne); "Flying Freely but in a Cage: An Empirical Study of the Potential Effects of the Internet on Democratic Development in China" (Edgar Shaohua Huang); and "Bystanders at the Revolution: A Profile of Non-Users of Computer Mediated Communication in Hong Kong Universities" (Charles Elliott). Individual papers contain references. (CR)

ED 415 534 CS 509 659

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (80th, Chicago, Illinois, July 30-August 2, 1997): Communication Theory and Methodology.
PUB DATE- 97
NOTE- 557p.; For other sections of these Proceedings, see CS 509 657-676.
LANGUAGE- English
EDRS Price- MF02/PC23 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Research/Technical (143)
DESCRIPTORS- Blacks; *Communication (Thought Transfer); Editing; Journalism; *Mass Media; *Mass Media Effects; *Mass Media Role; Media Research; *Political Issues; Privacy; *Research Methodology; Sex Differences; Stereotypes; Television Viewing; Victims of Crime; Violence
IDENTIFIERS- African Americans; Health Communication; Media Coverage; New Media

The Communication Theory and Methodology section of the Proceedings contains the following 17 papers: "Extra! Extra! Read All About It: Attention and Memory for Deviant and Imagistic Headlines" (Jennifer Borse and others); "Refining a Uses and Gratification Scale for Television Viewing" (Jennifer Greer, Cyndi Frisby, and David Harris Halpern); "Beyond Sex: The Political Gender Gap in the 1996 Presidential Election" (B. Carol Eaton); "Television Portrayals and African American Stereotypes: Examination of Televison Effects When Direct Contact is Lacking" (Yuki Fujioka); "Fearing the 'Mean World': Exploring the Victim-Offender Relationship's Influence on Fear of Violent Crime" (James McQuivey); "When an Edit Is an Edit Can an Edit Be Too Much? The Effects of Edits on Arousal, Attention, and Memory for Television Messages" (Shauhua Zhou and others); "Mediating the Media: Frames, Attribution of Responsibility, and Individual Media Use" (Ben Kilpatrick and Robert Wayne Leweke); "New Media Use as Political Participation" (Erik P. Bucy, Paul D'Angelo, and John E. Newhagen); "All Countries Not Created Equal to Be News: World System and International Communication" (Tsan-Kuo Chang); "Changing Epistemological Foundations in Journalism and Their Implications for Environmental News" (Rick Clifton Moore); "The Role of Involvement and a Conceptual Model of Optimal Health Communication Strategies" (Yungwook Kim); "The Determinants of Ethical Values among Communication Researchers in Academia and Industry: A Case of Practice Informing Theory" (Fiona Chew and Hao-Chieh Chang); "The Impact of Motivated Information Processing Goals and Political Expertise on Candidate Information Search, Decision-Making Strategies, and Recall" (Li-Ning Huang and Vincent Price); "Swamped in Politics: News Coverage of Wetlands in Three Presidential Administrations" (Bonnie Parnell Riechert and M. Mark Miller); "Bridging the

Incorporating Contemporary Media To Clarify Theoretical Concepts.
PUB DATE- 96
NOTE- 17p.; Paper presented at the Annual meeting of the Speech Communication Association (82nd, San Diego, CA, November 23-26, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Activities; Cognitive Dissonance; *Communication (Thought Transfer); *Experiential Learning; Higher Education; *Instructional Effectiveness; Social Exchange Theory; *Theory Practice Relationship
IDENTIFIERS- Interactionism; Narrative Paradigm; *Theoretical Orientation; Uncertainty Reduction

For professors who have been assigned the task of teaching communication theory, carefully chosen examples of films, videos, TV clips, or music can be productively used to support instruction. Both research and experience have shown that the visual and aural channels are excellent forms of amplifying, clarifying, and justifying theoretical concepts. For example, after discussing the basic concepts, to highlight social exchange theory, play Pearl Jam's "Better Man" and REM's "Losing My Religion"--students can accurately make the application. For cognitive dissonance theory, a short clip from "Friends" which deals with celebrating Ross' birthday and lack of funds from three of the friends is an ideal exemplar of the theory. A unit on the narrative paradigm lends itself to using examples from a variety of musical genres, from country to hard rock to rap. The concepts associated with Watzlawick's interactional view can be seen in the 1994 film, "When a Man Loves a Woman." Uncertainty reduction theory is viewed by many students as among the most applicable--the very uncertainty of enrolling in the university, living away from home, selecting a major, etc. provide a rich foundation under which students come to understand this theory. (Contains 27 references, an informational appendix, a table of available films and topics illustrated, and a list of feature films that illustrate communication theory). (NKA)

ED 415 553 CS 509 682

Cronn-Mills, Daniel; Golden, Alfred
The Unwritten Rules in Oral Interpretation.
PUB DATE- 97
NOTE- 22p.; Paper presented at the Annual Meeting of the National Communication Association (83rd, Chicago, IL, November 19-23, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Guidelines; Higher Education; Literature; *Oral Interpretation; *Persuasive Discourse
IDENTIFIERS- American Forensic Association; Communication Behavior; National Forensic Association; *Rule Learning

One of the frustrations students new to intercollegiate competitive oral interpretation experience is having to learn the "unwritten rules" for the events. These rules are neither

La Morte, Michael W.
School Law. Cases and Concepts. Fifth Edition.
PUB DATE- 96
NOTE- 439p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Civil Liberties; Constitutional Law; *Court Litigation; Due Process; Educational Finance; Elementary Secondary Education; Federal Government; Federal Legislation; Governance; Legal Problems; *Legal Responsibility; *Public Schools; School Desegregation; *School Law; State Church Separation; State Government; Student Rights; Teacher Rights

Public school educators are aware that courts, over the last several decades, have played a significant role in establishing educational policy. This text attempts to address important issues in school law with an emphasis on those having an impact at the school-building level. Chapter 1 offers an overview of the sources of law and the court system in educational governance. Chapter 2 examines the extent of the state's and local school system's authority when individuals disagree with educational policy. Chapter 3 presents material regarding student rights, including freedom of expression, suspension and expulsion, corporal punishment, student searches, dress and grooming, pregnancy, education of disabled students, and extracurricular activities. Chapter 4 examines such teacher-related issues as dismissal, freedom of expression, academic freedom, drug testing, dress, employment discrimination, teacher bargaining, and political activities. Chapters 5 and 6 provide a historical perspective to the legal issues of school desegregation and the legal attacks on the adequacy of state school-finance plans. Chapter 7 addresses the extent, if any, of educator and school district liability for damages as a result of their official action or inaction. A table of cases is included. Appendices contain primers to analyzing court decisions and engaging in school-related legal research, sections of the U.S. Constitution and amendments that are most relevant to educators, federal statutes, a glossary, and an index. (LMI)

ED 415 573   EA 028 849

Hanson, E. Mark
Educational Administration and Organizational Behavior.
PUB DATE- 96
NOTE- 357p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Bureaucracy; Developing Nations; *Educational Administration; Elementary Secondary Education; Leadership; Management Development; *Organizational Change; *Organizational Development; *Organizational Theories; Social Theories; Systems Approach

Schools are perhaps the most complex of all U.S. formal organizations. The primary objective of this book is to enhance insight into human behavior within organizations in order to promote greater skill in governing skills. The book develops three major conceptual frameworks that have important implications for schools. Chapter 1 develops the frameworks, which depict educational organizations as bureaucracies, sociopolitical systems, and open systems. Chapters 2, 3, and 5 through 6 address the specifics of including children with disabilities, such as what accommodations are, how to decide which accommodations are appropriate for use in assessments, the characteristics of alternate assessments, and the reporting of assessment results. Chapters 7 through 10 explain how to move toward a fully inclusive accountability system in discussions of how the Individualized Education Program (IEP) can be restructured to promote greater participation in the accountability system, what teachers and parents can do to foster this participation, and ideas for professional development in local districts and school buildings. Extensive appendices include sample forms and worksheets for participation decision making, IEP development, assessment accommodations, and student feedback; checklists of criteria for deciding about participation, accommodations, and assessment type; a guide to staff development; and a list of Technical Assistance and Dissemination Networks. (Individual chapters identify additional resources.) (DB)

ED 415 592 EC 306 058

Morosky, Frank N.
Workplace Accommodations for Persons with Musculoskeletal Disorders. Implementing the Americans with Disabilities Act Series.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 94
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adults; *Civil Rights Legislation; Compliance (Legal); Disability Discrimination; *Equal Opportunities (Jobs); Equal Protection; Federal Legislation; Legal Responsibility; *Musculoskeletal System; *Physical Disabilities
IDENTIFIERS- *Americans with Disabilities Act 1990; Employment Accommodations (Disabilities); *Reasonable Accommodation (Disabilities)

This brief paper summarizes requirements of the Americans with Disabilities Act (ADA) of 1990 related to workplace accommodations for persons with musculo-skeletal disorders. The following topics are addressed: (1) the relevance of the ADA to people with musculo-skeletal disorders; (2) employment provisions of the ADA to protect individuals with such disabilities during the job application process (including prohibition of questions regarding an applicant's medical history); (3) what is meant by "reasonable accommodation" under the law; (4) examples of accommodations for people with musculo-skeletal disorders, including engineering and administrative accommodations; (5) relevance of the law to employees returning to work after a workers' compensation situation; (6) ways to maximize the employee's potential for success; and (7) long-term financial and other advantages to the employer of compliance with the ADA. A listing of eight resources is provided. (DB)

ED 415 593 EC 306 059

Brown, Dale S.
Working Effectively with People Who Have Learning Disabilities

disabilities (such as clearly delineated performance expectations and schedules that incorporate flex-time). A listing of 12 sources of additional information is provided. (DB)

ED 415 612 EC 306 091

Deaf-Blind Perspectives. 1996-97.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 96
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Behavior Problems; *Deaf Blind; Demonstration Programs; Elementary Secondary Education; *Inclusive Schools; Information Sources; *Intervention; Mainstreaming; *Research and Development; *Theory Practice Relationship

Three issues of this newsletter include articles on and news items related to deaf-blindness. Articles include the following: "Research-to-Practice: Bridging the Gap between Research and Demonstration Projects and Practical Needs of Parents and Educators" (Harvey Mar and Nancy Sall); "Syndromes, Behavior, and Educational Intervention" (J. P. M. van Dijk and Catherine Nelson); and "Issues and Concerns Related to Inclusive Education for Students Who Are Deaf-Blind: Findings of the Task Force of a Model Demonstration Project" (Terry Rafalowski Welch and Lori Goetz). Other items include comments by the editor, summaries of current projects, a description of DB-LINK (The National Information Clearinghouse on Children Who are Deaf-Blind), a description of the National Technical Assistance Consortium for Children and Young Adults Who Are Deaf-Blind, conference announcements, letters to the editor, and summaries of relevant books. (Major articles contain references.) (DB)

ED 415 613 EC 306 092

Learning Strategies for Students with Learning Disabilities NICHCY Bibliography 14.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 97
NOTE- 13p.; For companion document, see EC 306 074.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Elementary Secondary Education; Interpersonal Competence; *Intervention; *Learning Disabilities; *Learning Strategies; Mathematics; Reading Strategies; Sciences; Study Skills; Teaching Methods; Test Wiseness; Thinking Skills; Writing Strategies

This selected bibliography, a companion piece to "Interventions for Students with Learning Disabilities, lists 165 print resources on teaching students with learning disabilities how to learn by teaching them how to use learning strategies. Items were published from 1988 through 1997. Some items listed present overviews of the field, from research to practice, while others are short, detailed descriptions of actual strategies taught to students in the classroom. The bibliography is divided into the following sections: (1) general strategy materials; (2) strategies for studying,

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Access to Education; *Accessibility (for Disabled); *Child Rearing; Day Care; *Disabilities; *Educational Needs; Elementary Secondary Education; Employed Parents; *Family Needs; Family Problems; Financial Problems; Integrated Services; Medical Services; *Parent Attitudes; Social Integration; Transportation

This booklet, developed by parents of children with developmental disabilities, is intended to help policy makers understand major parental concerns about raising a child with a disability. The specific issues addressed are: (1) the special needs of families with a disabled child; (2) the right to community integration; (3) the continuing difficulties in obtaining appropriate care; (4) the continuing difficulty of obtaining an appropriate public education in the least restricted educational environment, as required by law; (5) the need for better integration of available services; (6) the continuing obstacles despite accessibility requirements under the law; (7) special medical care problems; (8) the continuing problems with employers despite relief offered by the Family and Medical Leave Act of 1993; (9) finances, a constant source of stress to these families; (10) the continuing lack of accessible transportation services; and (11) the future, the dream of a future where every child is happy, loved, and successful. Each section contains factual information about the issue, an analysis of how families are typically affected, and quotations by family members describing their specific experiences. The booklet concludes with suggestions for both policymakers and parents. (DB)

ED 415 631 EC 306 113

Roach, Virginia; Halvorsen, Ann; Zeph, Lucille; Giugno, Matthew; Caruso, Michael
Providing Accurate Placement Data on Students with Disabilities in General Education Settings. Consortium on Inclusive Schooling Practices. Issue Brief.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 97
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Compliance (Legal); *Data Collection; *Disabilities; Elementary Secondary Education; *Federal State Relationship; *Inclusive Schools; Information Dissemination; Mainstreaming; Management Information Systems; State Programs; *Student Placement
IDENTIFIERS- *Individuals with Disabilities Education Act

This policy brief examines issues associated with accurately collecting and reporting placement data for students with disabilities. It notes that existing federal reporting requirements under the Individuals with Disabilities Education Act and traditional state data systems may actually impede the collection of accurate data regarding the educational

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Standards; Accountability; *Disabilities; *Educational Assessment; Educational Innovation; Educational Research; *Educational Testing; Elementary Secondary Education; Evaluation Methods; Federal Legislation; Outcomes of Education; State Programs; *Student Evaluation; *Student Participation; Test Use; *Testing Problems
IDENTIFIERS- Individuals with Disabilities Education Act; *Testing Accommodations (Disabilities)

In response to new provisions in the Individuals with Disabilities Education Act (IDEA), this issue describes the promising special education research that is helping all students participate successfully in large-scale testing programs. The first article, "State-Wide Assessment Programs," discusses the new provisions in IDEA that require states to have policies and procedures to ensure that children with disabilities are included in general state- and district-wide assessment programs. Promising approaches that states are using to make appropriate accommodations for students with disabilities are explained, such as accommodations related to timing or scheduling, assessment setting, response format, and presentation format. Alternate assessments and different ways of reporting results are described, and recommendations for developing alternative assessment systems are provided. A second article, "Views from the Field," summarizes different views on implementation issues and concerns about including children with disabilities in large-scale assessments. Views are presented from a parent, a researcher, and school psychologists. A final article "State-Wide Efforts," discusses efforts in Kentucky, Maryland, and Hawaii to include all children in large-scale assessments. A list of contacts on the referenced research in this issue is included. (CR)

ED 415 649 EC 306 133

Manasevit, Leigh M.; Lovitch, Karen S.; Plagata-Neubauer, Christine
Opportunities & Challenges: An Administrator's Guide to the New IDEA.
PUB DATE- 97
NOTE- 212p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Disabilities; Disability Identification; Discipline Policy; Due Process; Early Childhood Education; Early Intervention; Educational Change; *Educational Legislation; Educational Planning; Elementary Secondary Education; Evaluation Methods; Federal Aid; Federal Legislation; Government School Relationship; Grievance Procedures; Individualized Education Programs; *Program Administration; Program Implementation; *Special Education; Statewide Planning; Student Evaluation; Student Placement
IDENTIFIERS- *Individuals with Disabilities Education Act Amend

This manual is designed to help state and local administrators, school board members, and other education advocates understand the complex requirements of the newly reauthorized Individuals with Disabilities Education Act (IDEA). Without legal jargon, this manual provides step-by-step instruction on IDEA's

Energy Conservation; Models; *School Buildings
IDENTIFIERS- *Building Ecology; Facility Management

This bulletin is intended as a resource for school system facility planners and architects who design schools. Ways in which decision makers can incorporate environmental concerns in the design of school buildings are detailed. Focus is on the design of interior partition systems. Partition systems in schools serve several purposes; they define space, provide acoustical privacy, and myriad other functions. Some traditional criteria for such partitions, along with some building ecology criteria, are detailed. Various partition types such as concrete masonry unit partitions, gypsum wallboard over metal studs, straw panels, and operable partitions are described. Different features of each partition type, such as environmental issues, maintenance, and repair, are provided. Recommendations for what to look for in a particular partition system are offered. A decision-making process is outlined, which features various criteria: durability, cost, acoustics, flexibility, maintenance, recycled content, embodied energy, indoor air quality, and raw materials. In conclusion, although there is no perfect system for building partitions in schools, the most commonly specified systems are relatively favorable from an environmental standpoint. (Contains two figures, one table, and two references.) (RJM)

ED 415 668 EF 005 020

Science Facilities Design Guidelines.
PUB DATE- 94
NOTE- 66p.; Photographs may not reproduce well.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Classrooms; *Educational Facilities Design; *Educational Facilities Planning; Elementary School Science; Elementary Schools; Elementary Secondary Education; Facility Guidelines; Flexible Facilities; Interior Space; School Buildings; *School Construction; *Science Facilities; Secondary Schools; Space Utilization

These guidelines, presented in five chapters, propose a framework to support the planning, designing, constructing, and renovating of school science facilities. Some program issues to be considered in the articulation of a science program include environmental concerns, interdisciplinary approaches, space flexibility, and electronic communications. The translation of this educational concept into the three-dimensional space is accomplished by a planning committee in phases that include planning, designing, constructing, and occupying the space. Appropriate science facilities need to be designed around experiences that reflect relevancy within the community. Resources to this end may include: regional and global; career and technology education facilities; commercial, research, and industrial facilities; natural and institutional resources; and electronic resources. The organizational requirements based on the type of school (elementary, middle, or secondary) and its educational philosophy are presented. Once the science education framework within a school has been articulated, the design development and materials specifications for programming space should be considered. At the elementary school level, the majority of science education takes place in the general a preference, choosing question directives and permission directive equally. Mitigated need statements were used more by non-native speakers. Textbooks did not generally include the wide range of request types used in authentic conversation, and did not contain enough clear explanation of variables affecting choice of request type. The limited number of forms also did not reflect the most common forms in actual conversation. Implications for classroom teaching are discussed briefly. Contains 48 references. (MSE)

ED 415 687 FL 024 994

Bernal, Ernesto M.
Tests of Language Proficiency. English/Spanish Tests of Language Dominance and Proficiency.
PUB DATE- 97
NOTE- 29p.; Based on a paper presented at the Annual Meeting of the Arizona Association for Bilingual Education (Phoenix, AZ, January 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bilingual Education; Comparative Analysis; *English (Second Language); *Language Dominance; *Language Proficiency; *Language Tests; Limited English Speaking; Scoring; *Spanish; Test Interpretation
IDENTIFIERS- IDEA Oral Language Proficiency Test; Language Assessment Scales (De Avila and Duncan); Woodcock Language Proficiency Battery

Several English and Spanish language tests currently used in bilingual education and some less known tests are reviewed, looking at both historic and psychometric factors. It is suggested that practitioners have commonly assumed that all language tests are basically valid, which contributed to the commercial success of some tests of questionable validity, ill-suited to the purpose of educational decision-making. Issues discussed include the various notions of and assumptions about language proficiency and language dominance reflected in them, reliability and validity, and considerations in test selection. Appended materials include a graphic representation of how language dominance and language proficiency interact at various levels, and a brief review of three tests: the IDEA Oral Language Proficiency Tests; Language Assessment Scales; and the Woodcock Tests. Contains 26 references. (MSE)

ED 415 688 FL 024 995

El-Koumy, Abdel Salam A.
Review of Recent Studies Dealing with Techniques for Classroom Interaction.
PUB DATE- 97
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Classroom Communication; Classroom Environment; Classroom Techniques; *Cooperative Learning; Error Correction; Interaction; *Questioning Techniques; *Reading Instruction; Second Language Instruction; *Second Languages; *Teacher Student Relationship
IDENTIFIERS- *Scaffolding

Theory and research on techniques for second language classrooms are reviewed in five areas: the scaffolding technique;

NOTE- 82p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Bilingual Education; Bilingual Education Programs; Cultural Awareness; Educational Objectives; Educational Policy; *English (Second Language); Graduation Requirements; Heritage Education; High Schools; *Language Maintenance; *Limited English Speaking; *Literacy Education; Program Effectiveness; *Public Policy; Second Languages
IDENTIFIERS- Town Meetings

The materials presented here are designed to provide background information and stimulate discussion of bilingual education in a televised town meeting held on May 9, 1996 in Sacramento, California. The meeting, one of a series, is intended as a forum for California high school students, educators, and legislators to engage in dialogue about problems in bilingual education and the role of public policy in addressing them. The materials include essays, documents produced by public and private agencies, legislative texts and excerpts, policy statements, and newspaper and journal articles on two general topics: the relationship of language and culture, particularly in bilingual education, and bilingual education policy and practice. For each topic area, a series of study questions is included. (MSE)

ED 415 710 FL 025 018

Spolsky, Bernard
Sociolinguistics. Oxford Introductions to Language Study.
PUB DATE- 98
NOTE- 141p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Bilingualism; Dialects; Ethnography; Language Patterns; Language Research; *Language Role; Language Styles; Language Variation; *Linguistic Theory; *Multilingualism; Research Methodology; Sex Differences; Social Class; *Sociocultural Patterns; *Sociolinguistics; Speech

This introduction to sociolinguistics is presented in four parts. The first part gives an overview of this branch of language study, its scope and principles of inquiry, and its basic and key concepts. This portion is written for individuals with no prior knowledge or expertise in the subject. Topics covered in this section include: the nature of the social study of language; the ethnography of speech and the structure of conversation; variations in speech; language styles, gender, and social class; bilinguals and bilingualism; societal multilingualism; and the scope of applied sociolinguistics. The second part consists of readings from specialist literature that focus on specific aspects of sociolinguistic study, accompanied by study questions that encourage the reader to direct attention to points in each text, how they compare across texts, and how they address issues presented in the overview. The third section contains a 40-item annotated bibliography keyed to the chapters in the first section, with the level of specialization noted for each citation. The fourth section is a glossary. (MSE)

English; Females; Feminism; Foreign Countries; Higher Education; Humanities; *Intellectual Disciplines; Interdisciplinary Approach; Majors (Students); Males; Physics; Sciences; *Sex Differences; Student Attitudes; Student Development; Student Experience
IDENTIFIERS- *United Kingdom

This book reports a study which examined the concrete experiences of male and female university students in the United Kingdom, and the meanings students attach to them. It suggests that meanings arise from everyday discourse, which habitually uses oppositions such as masculinity/femininity and arts/sciences. Chapter 1 introduces the issue of gender as a social construct, and discusses the relationship of education to gender, and gender and subject choice. It describes the study's methodology, which involved interviews with 48 male and 48 female students and 12 faculty at two British universities and one polytechnic in two subject areas--English and physics. Chapters 2 and 3 examine the literature on gender and education, gender and science, and the different cultures of "science" and "humanities." Chapter 4 looks at how physics students and staff construct their subject and how this affects and is affected by their ideas about humanities disciplines. Chapter 5 similarly looks at ideas held by English students about their discipline and the sciences. Chapters 6 and 7 examine how studying either physics or English interacts with students' sense of personal and gender identity. The concluding chapter summarizes findings and urges the breakdown of disciplinary barriers at the university level. (Contains approximately 225 references.) (DB)

ED 415 730 HE 030 808

Webb, Graham
Understanding Staff Development.
PUB DATE- 96
NOTE- 134p.; Published by Open University Press.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Philosophy; Educational Research; Elementary Secondary Education; Higher Education; Inservice Teacher Education; Models; *Professional Development; Program Development; *Staff Development; Teacher Effectiveness

This book uses a traditional focus of educational development (teaching and learning) to examine the theories and practices of staff development in Australasia. The initial chapter reviews the philosophical foundations of staff development, including the basis of the idea of development, along with the problems that concept raises. Chapter 2 discusses the need to apply good educational practices and the importance of evaluating teaching effectiveness. Chapter 3 views educational and staff development from the perspective of hermeneutics, noting the importance of empathy, acknowledgment of a common humanity, and an understanding of others. Chapter 4 summarizes the need for and use of action research in staff development, beginning with an overview of the historic evolution of the concept. Chapter 5 defines postmodernity as a form of reaction to structuralism and the imposition of rigid dichotomies, and sees it as a challenge to moving individuals out of their "comfort zones." Chapter 6 discusses the development of hope. (Contains approximately 175 references.) (DB)

ED 415 749 HE 030 893

Mourad, Roger P., Jr.
Postmodern Philosophical Critique and the Pursuit of Knowledge in Higher Education. Critical Studies in Education and Culture Series.
PUB DATE- 97
NOTE- 121p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Criticism; *Epistemology; Higher Education; *Intellectual Disciplines; Interdisciplinary Approach; *Philosophy; *Scholarship
IDENTIFIERS- *Postmodernism

This book explores postmodern critique in scholarly inquiry in the context of the philosophies of Jean-Francois Lyotard, Michel Foucault, Jacques Derrida, Richard Rorty, and Calvin Schrag. Claiming that the overall course of inquiry is characterized by basic theoretical deficiencies, postmodern critique suggests a rethinking of the nature and aims of inquiry; it is especially concerned with the importance of going beyond the idea that reality is that which is composed of things to know, and it suggests that the disciplines pose an unduly constraining condition on intellectual capacity. In the first chapter, basic issues of postmodern critique are raised. Chapter 2 examines how four established thinkers (Robert Maynard Hutchins, Alfred North Whitehead, A. Bartlett Giamatti, and Jaroslav Pelikan) ground their ideas on scholarly inquiry on aims rooted in the past. Chapters 3 and 4 analyze postmodern critique as articulated by Lyotard, Rorty, Schrag, Foucault, and Derrida, noting how each philosopher emphasizes intellectual activity and experience over the discovery and production of knowledge. Chapter 5 argues that the disciplines are the foundation of the view of inquiry as investigating a preexistent reality. Chapter 6 offers an alternative foundation in which inquiry is inquirer-centered rather than object- or knowledge-centered, resulting in "intellectually compelling ideas" and "postdisciplinary" forms of knowledge. (Contains approximately 135 references.) (DB)

ED 415 750 HE 030 894

Johann, Robert O.
Designing Three Core Courses for an Ethically Oriented MALS Program.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 92
NOTE- 100p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Curriculum; *Core Curriculum; *Critical Thinking; Curriculum Design; *Curriculum Development; Ethics; Graduate Study; Higher Education; Integrated Curriculum; Interdisciplinary Approach; *Liberal Arts; *Masters Programs; Social Problems; Thematic Approach; Thinking Skills
IDENTIFIERS- *Fordham University NY

increase the participation and success rate of underrepresented minority students in the honors program at the University of California (Riverside). In addition to the 6-week residential summer experience before the freshman year, continuous monitoring and support are provided during the freshman and subsequent academic years. Some students attend summer activities after the freshman and sophomore years. The summer program provides advising, leadership and team building experiences, a mastery skills approach to improving written and oral skills and logical analysis, and experiences to improve research skills. In year 1, 14 underrepresented minority students participated in the prefreshman summer program and follow-up during the freshman year. In the three years since the SUHP started, 45 underrepresented minority students entered the university honors program as freshmen; 41 of these remain at the university, and 32 remain in full good standing in the honors program. Appendices include: information on faculty lecture series topics for 1992 for the SUHP; a SUHP syllabus; a course outline for the freshman honors research/colloquium, and 1990 and 1991 annual reports, which describes project activities, problems encountered, evaluation and dissemination activities, and project plans for years 2 and 3. (SW)

ED 415 768 HE 030 914

Community Service Scholars Program. Final Report. Activities and Results.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 94
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Attendance; *College Students; Economically Disadvantaged; Females; Higher Education; *Low Income Groups; Mothers; *Nontraditional Students; One Parent Family; Public Service; School Community Programs; *Service Learning; *Student Volunteers; *Welfare Recipients
IDENTIFIERS- *Trinity College VT

The Community Service Scholars Program at Trinity College (Vermont) was established in fall 1989 to give single parents on welfare an opportunity to earn a four-year degree while volunteering at least 6 hours per week in community service projects. The participants receive financial support to cover most educational expenses. In the first year, 12 full-time, female students started the program by attending a week-long, August residential orientation program on campus. The students, whose average age was 32, found the orientation helpful in bridging the gap into the world of academia and adjusting to attending college with traditional 18- to 22-year-old college students. The orientation also helped them form the basis for an ongoing support group. Of the 12 students who started in 1989, eight remained in the program and five of these had a grade point average of over 3.0. To date, 18 students have graduated; 12 of these are employed full time; two are attending graduate school; and four recent graduates, are seeking employment. Before the grant terminated, the college assumed all program costs and also successfully increased private contributions. Appendices include a program application form, a letter of recommendation form, and brief profiles of student participants. (SW) popularize positive ideas and attitudes, and encourage favorable changes in social values and individual behavior. Commercial marketing principles, summed up as the four Ps: product, price, place, and promotion, are translated into equivalent elements for use in a social marketing campaign. The report emphasizes the importance of appropriate research and evaluation and recommends that research be focused on four areas: (1) the problem the campaign will address; (2) the audience; (3) the messages; and (4) the communication channels to be used. Since data gathered before a campaign are essential for measuring its impact afterward, it is suggested that the requirements for an evaluation be considered during the planning stage. Appended are a list of resources and estimated costs of a social marketing program. (Contains 11 endnotes.) (BF)

ED 415 787   HE 030 933

O'Brien, George Dennis
All the Essential Half-Truths about Higher Education.
PUB DATE- 98
NOTE- 243p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Academic Freedom; *Administrator Role; College Faculty; College Presidents; *College Role; Decision Making; Educational Philosophy; *Faculty College Relationship; *Higher Education; Institutional Characteristics; Institutional Mission; Institutional Role; Liberal Arts; Power Structure; Private Colleges; Public Education; *Research Universities; Small Colleges; Tenure; *Traditional Schools; Values

This book contrasts two models of institutions of higher education in the United States: the faculty-controlled research university and the administration-led traditional college, and offers recommendations for the development of higher education which draw on the strengths of both. In the beginning, American higher education was predominantly religious and denominational, with the authority of the president and board undoubted. With the advent of the research university, authority shifted away from the president to the faculty, whose specialized skills gave them a new importance. The clash between the traditional and the modern research university has given rise to questions such as, "How will ambiguously governed institutions respond intelligently to the financial, technical, and cultural changes beginning to affect higher education? or "Who will decide which departments should be shut down?" Valid goals and ideas are significantly altered once they are incorporated into practical form: what may have been "truths" become "half-truths." Chapters address many institutional assumptions, suggesting that while they are essential, they might also be treated as half-truths. Chapters are: (1) "Anyone for Higher Education?" (2) "The Faculty Is the University"; (3) "Tenure Is a Necessary Condition of Academic Freedom"; (4) "Universities are Neutral on Moral Value/Universities Teach Moral Value"; (5) "The Liberal Arts Curriculum Aims at Distribution/Diversity"; (6) "Teaching Is the Primary Task of Higher Education"; (7) "The Problem with Higher Education Is the Administration"; (8) "Low-Cost Public Education Benefits the Least Advantaged"; (9) "The University Is the Axial Institution of Modern Society"; (10) "Synthetic Morality"; and (11) "Ultimate Synthesis: Money, Mission, and Management." Appended is a section of chapter-by-chapter references, acknowledgments, and afterthoughts. (BF) the case studies were selected to represent a broad spectrum of learning environments, from urban to rural, from magnet school to comprehensive K-12. The module is organized in two sections that explain how to integrate. The first section focuses on the essential elements of communicating, scheduling, time, teaming, and administrative support. The second section examines National Center for Research in Vocational Education models, applied academics, career paths, thematic units, mental processes, and curriculum blocks. The module also includes descriptions of 10 school reform measures, a glossary defining 19 terms, and interspersed lists containing 24 references. (KC)

ED 415 342 CE 075 431

A Practitioner's Guide to Integration. Implementation Guide. Module 3.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- 96
NOTE- 66p.; For modules 1-4 in this series, see CE 075 429-432.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Education; Articulation (Education); Case Studies; *Education Work Relationship; Educational Improvement; Educational Philosophy; *Educational Practices; Elementary Secondary Education; *Integrated Curriculum; *Program Implementation; School Districts; Teaching Methods; Vocational Education
IDENTIFIERS- *Missouri

This module is the third section of a four-part how-to manual for integrating curriculum in grades K-12, especially in Missouri. The module outlines step-by-step procedures for integrated units, integrated years, and integrated schools. Comments from teachers, students, and administrators who are actively involved in integration in Missouri schools are interspersed throughout the module. The schools from which ideas were drawn were selected to represent a broad spectrum of learning environments, from urban to rural, from magnet school to comprehensive K-12. The module is organized in four sections explaining how to implement four types of integration: (1) developing integrated units of study; (2) the integration of elementary schools; (3) integrating academic and vocational education; and (4) integrating the entire school district. The module also includes descriptions of 10 school reform measures, a glossary defining 19 terms, and interspersed lists containing 8 references. (KC)

ED 415 343 CE 075 432

A Practitioner's Guide to Integration. Assessment. Module 4.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- 96
NOTE- 84p.; For modules 1-3, see CE 075 429-431.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Education; Articulation (Education); Case Studies; *Education Work Relationship; Educational Improvement;

A study explored the use of career concentration areas in Texas school systems and recommended broad career concentration areas. Of the 40 largest school districts, 35 responded to the survey. Approximately 58 percent currently use variations of the career concentration area concept to help students prepare for working life. Respondents recommended by a margin of more than 2-to-1 that the Public Education Information Management System be used to collect data related to career concentrations. The commissioner of education reviewed three alternatives for the legislature's consideration: (1) adopt the seven career concentration areas identified by the Texas Education Agency (TEA); (2) adopt the eight career concentration areas recommended by the State Occupational Information Coordinating Committee; and (3) adopt the four career concentration areas proposed in the Texas Workforce Commission's grant proposal for federal funds under the School-to-Work Opportunities Act. Adoption of the first alternative was recommended. School districts throughout the state adopted the following seven TEA career concentrations: agricultural science and natural resources; art, communications, and media technology; business and marketing; health science technology; human development, management, and services; industrial and engineering technology; and personal and protective services. Materials developed around them were widely disseminated and extensively used by Texas school districts. (YLB)

ED 415 361 CE 075 525

Beitler, Michael A.
Mid-Career Adults in Self-Directed Graduate Programs.
PUB DATE- 97
NOTE- 17p.; Paper presented at the International Symposium on Self-Directed Learning (Orlando, FL, February 20-23, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Development; Adult Education; *Adult Learning; Career Development; Career Education; *Educational Needs; Educational Research; *Graduate Study; Higher Education; *Independent Study; *Learning Motivation; *Middle Aged Adults; Midlife Transitions; Needs Assessment

A study investigated the experience of midcareer adults in self-directed graduate programs. It explored two questions in the researcher's personal experience: as a learner, what caused the researcher's change in learning-orientation from goal- to learning-oriented and, as a teacher, could the researcher justify using both self- and teacher-directed learning techniques? Literature in two fields was reviewed: adult development and self-directed learning. A heuristic approach involved two sets of interviews, one with learners in two self-directed graduate programs and another with program graduates. The first round of interviews used a general interview guide approach that explored general issues. The second round sought to discover how learners articulate their perspective and get their unique educational stories. Findings revealed three motivations for adults to enroll in formal educational programs: learning for career advancement or training needs, learning for interpersonal effectiveness, and learning for the sake of learning. The majority of participants were motivated by their career goals. Midcareer adults had various educational needs. A continuum of educational needs was revealed: technical training, interpersonal development, and personal growth through transformative learning. All learners had all three than the regular Texas E&T program, they provided the basis for potentially better outcomes through tangible increases in human and social capital. (Appendixes include cost data sources and methodologies and data tables.) (YLB)

ED 415 379 CE 075 556

Schexnayder, Deanna T.; Olson, Jerome A.
Texas Food Stamp Employment and Training/JOBS Conformance Demonstration: Impact Evaluation Final Report.
SPONS. AGENCY- Texas State Dept. of Human Services, Austin.
PUB DATE- 97
NOTE- 99p.; For related documents, see ED 399 426-427 and CE 075 555.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; Ancillary School Services; Comparative Analysis; Demonstration Programs; Economically Disadvantaged; *Employment Programs; Federal Legislation; Job Placement; *Job Training; *Outcomes of Education; Participation; Program Effectiveness; Program Evaluation; State Programs; Statewide Planning; Tables (Data); Tenure; Vocational Education; Volunteers; Wages; Welfare Recipients; *Welfare Services; Work Experience
IDENTIFIERS- *Food Stamp Employment and Training Program; Job Opportunities and Basic Skills Program; *Texas

An evaluation was conducted of the Texas Food Stamp Employment and Training (FSE&T)/Job Opportunities and Basic Skills (JOBS) Program Conformance Demonstration. The BOND (Better Opportunities for New Directions) demonstration program tested conformance compatibility between the FSE&T and JOBS programs. It enacted such policy changes as exemption criteria, sanction policy, and service to volunteers, while offering participants case management, a broader array of component activities, and increased access to supportive services. An impact study analyzed program data from two sites. Findings indicated that two policy changes had the greatest effect on participation patterns: volunteer participation and increased availability of child care. Volunteers chose to increase labor market skills through vocational training or post-secondary education and differed markedly from mandatory participants. Changes in the exemption criteria and sanction policy had little effect on participation patterns. BOND participants enrolled in a broader array of services than those in the comparison site. Unadjusted net employment rates increased significantly for first-year BOND participants. Three of four BOND objectives were met: continuity of services, expanded activity components and supportive services, and resources targeted to participant need. (Statistical results are appended.) (YLB)

ED 415 380 CE 075 559

Lawson, Leslie O.; King, Christopher T.
The Reality of Welfare-to-Work: Employment Opportunities for Women Affected by Welfare Time Limits in Texas.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.; Foundation for Child Development, New York, NY.; Rockefeller Foundation, New York, NY.
PUB DATE- 97
NOTE- 65p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.

improving productivity and job efficiency through personal development; preview of direct care for transitional workers; career-related college and academic skills; and planning for the future and evaluation of distance learning program. (YLB)

ED 415 398   CE 075 606

Denny, Verna Haskins
Communication Skills for OMRDD Direct Care Workers: Distance Learning Study Guide.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 96
NOTE- 901p.; For related documents, see CE 075 603-605.
LANGUAGE- English
EDRS Price- MF06/PC37 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; Allied Health Occupations Education; Caregiver Role; *Caregivers; *Communication Skills; *Developmental Disabilities; *Distance Education; Health Personnel; Individual Development; Instructional Materials; Job Skills; Learning Activities; Medical Services; Mental Health Workers; Mental Retardation; Planning; *Reading Skills; Time Management; *Writing Skills

This self-directed, self-paced adult distance education program provides developmental aides and transitional employees with practice in job-related reading, writing, math, and problem solving. Participants use e-mail, print materials, and videotapes to do assignments. An introductory brochure precedes materials for 12 theme areas and 105 units into which the theme areas are divided. These components are provided for each unit: job context, communication skills covered, objectives, materials list, introduction, description of videotape materials, learning activities, and supplements such as reading materials and questions. Theme areas are as follows: introduction to distance learning and reflections on the relationship between direct care work and communication skills; writing notes and narratives; incident reports, part 1; incident reports, part 2; individualized planning process; medications; communicating and connecting with individuals; managing daily living activities; improving productivity and job efficiency through personal development; preview of direct care for transitional workers; career-related college and academic skills; and planning for the future and evaluation of distance learning program. Appendixes include worksheets from Writing Skills Handbook, worksheets from Introduction to Basic Math, and list of theme areas and units. (YLB)

ED 415 399   CE 075 607

Correctional Education in Virginia. A Review of Education Programs for Incarcerated Individuals.
PUB DATE- 93
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Adult Programs; *Correctional Education; Curriculum; Enrollment; High School Equivalency Programs; Postsecondary Education; Prisoners; Program Implementation; *State Programs; Tech Prep; *Vocational Education

program requires creating new partnerships among business, schools, and organizations in order to design and implement knowledge demonstrations. (KC)

ED 415 416 CE 075 642

Working Writers. A Literary Collection by the Students of the Worker Education Program.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 96
NOTE- 81p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Creative Works (Literary and Dramatic) (030)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Continuing Education; *Creative Writing; *Cultural Background; English (Second Language); Expository Writing; Immigrants; *Literacy Education; Poetry; *Workplace Literacy; Writing for Publication; *Writing Instruction

This collection of writings is the culmination of students' study in the Worker Education Program's (WEP) workplace literacy classes. The WEP is a joint labor/management project of the Service Employees International Union Local 285 and unionized health care employers in Massachusetts that offers a range of education, job training, and career ladder programs for workers seeking to improve their communication and language skills, obtain greater job security, and move into higher-graded positions. The 59 authors represented in this publication are students enrolled in WEP's classes in English as a Second Language and writing and communication skills at five worksites in the Boston area. Although a few of the writers were born in the United States, most were born in a variety of other countries. Their English skills and educational levels range from elementary to postgraduate. The writings include anecdotes, personal histories, reflections, and poetry. (KC)

ED 415 417 CE 075 645

Fryda, Lawrence J.; Harrington, Robert; Szumal, Clint
Human Body Interfacing.
PUB DATE- 97
NOTE- 10p.; Paper presented at the American Vocational Association Convention (Las Vegas, NV, December 11-14, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Interfaces; Computer System Design; *Electronics; Higher Education; Innovation; Interaction; *Man Machine Systems; Research Utilization; Systems Development; Teaching Methods; *Technology Education; *Theory Practice Relationship
IDENTIFIERS- Analog Digital Interfaces; *Electromyography

Electronics Engineering Technology majors in the Industrial and Engineering Technology department at Central Michigan University have developed many real-world projects that represent the type of problem-solving projects encouraged by industry. Two projects that can be used by other educators as freestanding projects or as the core for further study in their applications illustrate the transfer of theory to application in the context of problem solving. The first project involves the design and implementation of a low-cost electromyogram and

Industries for the Blind; American Speech-Language-Hearing Association; and American Foundation for the Blind. (MN)

ED 415 435 CE 075 679

Vocational Rehabilitation: An Employment Program. Hearing on Examining the Vocational Rehabilitation System and the Rehabilitation Act, Focusing Slightly and Explore Some of the Issues, Including Linkage, the VR System Faces in Ohio, (Columbus, OH) before the Subcommittee on Employment and Training of the Committee on Labor and Human Resources. United States Senate, One Hundred Fifth Congress, First Session.
PUB DATE- 97
NOTE- 52p.; Senate-Hrg-105-137
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Adult Education; Coordination; Disabilities; Educational Legislation; *Employment Programs; *Federal Legislation; Federal State Relationship; Hearings; Linking Agents; Policy Formation; Position Papers; Postsecondary Education; Public Policy; State Agencies; *Statewide Planning; *Systems Approach; *Vocational Education; *Vocational Rehabilitation
IDENTIFIERS- Congress 105th; *Ohio

This congressional report contains testimony examining the vocational rehabilitation system and the Vocational Rehabilitation Act and exploring some of the issues, including linkage, faced by the vocational rehabilitation system in Ohio. Statements were provided by a U.S. senator (Mike DeWine, Ohio) and representatives of the following agencies and organizations: Ohio Rehabilitation Services Commission; The Ohio State University; Ohio Client Assistance Program; Ohio Department of Mental Retardation and Developmental Disabilities; Ohio Association for the Deaf; and Ohio Disabilities Planning Council. Special attention was paid to proposed changes in the Vocational Rehabilitation Act to streamline the program's bureaucracy and regulations and improve the quality and quantity of job placements for people with disabilities. Other topics discussed include the following: the vocational rehabilitation process at the direct-service level; the role of the private sector in vocational rehabilitation; the Individualized Written Rehabilitation Program; and the National Association of Protection and Advocacy Systems' nationwide Client Assistance Program. Appended are written statements by representatives of the Ohio Rehabilitation Services Commission and National Association of Protection and Advocacy Systems. (MN)

ED 415 436 CE 075 680

Overview of Vocational Education. Hearing on Examining the Status of Vocational Assistance and Its Role in Workforce Development and the Administration's Views on Reforming the Federal Investment in Vocational Education, of the Committee on Labor and Human Resources. United States Senate, One Hundred Fifth Congress, First Session.
PUB DATE- 97
NOTE- 73p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Career Counseling; Career Guidance; Community Colleges; *Education Work Relationship; Educational Change;

ED 415 453 CG 028 223

Lese, Karen P.
A Model of Screening and Goal-Setting in Short-Term Counseling with Sexual Abuse Survivors.
PUB DATE- 97
NOTE- 17p.; Paper presented at the Annual Meeting of the American Psychological Association (105th, Chicago, IL, August 15-19, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Counseling Techniques; Goal Orientation; Higher Education; Models; Psychotherapy; School Counseling; *Screening Tests; *Sexual Abuse; Student Personnel Services
IDENTIFIERS- *Goal Setting; Phasic Models; Sexual Abuse Survivors; *Short Term Counseling

Although plentiful information is available about the long-term treatment of sexual abuse survivors, a framework for the short-term treatment of this population is lacking in the literature. A preliminary model of screening and goal-setting in short-term therapy for survivors, to be used at university and college counseling centers, is presented in this paper. The model integrates short-term therapy models (time-limited therapy) with trauma-based theory and therapy. It emphasizes the importance of screening for short-term therapy and presents some questions that should be answered upon intake. Goal setting and therapy as an episodic endeavor--where clients frame therapy as time-limited "chunks" of work--are detailed. The bulk of the paper discusses the applicability of phasic models, and it offers three approaches to phasic work, along with strategies in using these models. Attention is given to considerations in evaluating the appropriateness of goals and how to determine an appropriate "chunk" of trauma work for short-term therapy. Other concerns that are covered include contracting, repressed memories, and support systems. Limitations, research needs, and future expansion of the model are discussed. (Author/RJM)

ED 415 454 CG 028 224

Lese, Karen P.; MacNair-Semands, Rebecca R.
The Therapeutic Factors Inventory: Development of a Scale.
PUB DATE- 97
NOTE- 12p.; Paper presented at the Annual Meeting of the American Psychological Association (105th, Chicago, IL, August 15-19, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; *Counseling Effectiveness; Counseling Techniques; Factor Analysis; Group Counseling; Higher Education; *Outcomes of Treatment; *Test Construction; Test Validity
IDENTIFIERS- *Therapeutic Factors Inventory

Although Yalom's framework of "therapeutic factors" for facilitating outcomes in group work has been accepted by psychologists, no empirically based instrument assesses all of these factors in one measure. The Therapeutic Factors Inventory (TFI), which is described here, was created to fill this need. In designing this measure, the literature was reviewed to assumptions in psychological theory remain comfortably ensconced; to challenge these ideas, some misrepresentations of women's experience are examined. The focus is on Erik Erikson's explanation of the second stage of adulthood: Generativity vs. Stagnation. Although feminist writers have been relatively kind regarding Erikson's views, his notion of a singular psychosocial crisis in middle adulthood may be more relevant for men than for women. Some alternative views of middle adulthood are examined, such as Carl Jung's ideas regarding adulthood. Ways in which to blend the masculine and the feminine are explored and some of the tasks of middle adulthood are described, followed by a challenge to Erikson's view that women in middle adulthood primarily "care" for others. It is suggested that such stage theories may not adequately explain women's adult development and that the masculine identity path does not properly describe women's experiences. Also, in women's lives, generativity occurs earlier than previously hypothesized, runs concurrently with other psychosocial tasks, and diminishes during middle adulthood. Contains 38 references. (RJM)

ED 415 474 CG 028 251

Flanagan, Rosemary
The BASC and TEMAS: Convergent Validity or Complementary Measures?
PUB DATE- 97
NOTE- 21p.; Paper presented at the Annual Meeting of the American Psychological Association (105th, Chicago, IL, August 15-19, 1997).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Children; *Comparative Analysis; Construct Validity; Elementary Education; Evaluation Methods; *Personality Measures; *Test Validity
IDENTIFIERS- *Behavior Assessment System for Children; *Tell Me A Story Test

Accurate personality assessment of youngsters is complex because thorough assessment involves much more than direct assessment of the child. To better understand this challenge, two omnibus instruments for child-personality assessment--the Tell-Me-A-Story (TEMAS) and the Behavior Assessment System for Children Self-Report of Personality (BASC SRP)--and how these two interact are described in this paper. To test these assessments, 124 youngsters (aged 5 years 10 months to 13 years 11 months) were administered the tests. The results indicate that there are some notable relationships in evidence among the two measures, although these may reflect the instruments' complementarity rather than convergent validity, seeing as the same/similarly-named scales of both tools assessed different constructs. Furthermore, the TEMAS Personality Functions were frequently found to bear inverse relationships to BASC Scales that assess clinical or school problems. Nevertheless, the data suggest a complementary relationship between the two measures, i.e., a projective measure developed to assess conflict resolution/social problem solving and an objective measure of personality. The findings show that TEMAS scores in the direction of greater difficultly are associated with higher BASC scores on scales that assess Clinical and School Maladjustment. The implications of these results are discussed. Contains 11 references. (RJM)

ED 415 475 CG 028 252

decoding the words on a page and the memories of exactly where and when this act occurred; in Part II, "Sorts of Readers," styles of reading are looked at--skipping, "slogging through the boring parts," forgetting everything, forgetting nothing, and "addicted serial reading." Part III, "Reading Aloud," contains reactions at being read to by another person--both pleasant and unpleasant reactions; Part IV, "Reading Ahead," includes some of the voices lifted now in argument, grief, and/or exaltation at the presence of electronic media in reading lives. Part V, "Queen Lear," relates experiences that reading has sometimes provided: of escape from humble beginnings, from oppression, from physical disability, from madness, for example; Part VI, "The Privileged Pleasure," is a celebration of the activity that makes lives better and sometimes possible. (NKA)

ED 415 494 CS 013 026

Vanneman, Alan; White, Sheida
Long-Term Trends in Student Reading Performance.
PUB DATE- 98
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Comparative Analysis; Educational Trends; Elementary Secondary Education; Longitudinal Studies; *Racial Differences; *Reading Achievement; Reading Research; *Sex Differences; *Student Evaluation; Trend Analysis
IDENTIFIERS- *Long Term Reading Assessment (NAEP); National Assessment of Educational Progress

Data from the National Assessment of Educational Progress (NAEP) 1996 Long-Term Reading Assessment show that overall student reading performance, as tested at age levels 9, 13, and 17, has increased for both 9- and 13-year-olds since the first assessment in 1971. Scores for 9- and 13-year-olds in most racial/ethnic and gender subgroups reflected the overall increase. Black 17-year-olds were the only members of that age group to achieve an increase, and they did so while black dropout rates were declining. (Contains four notes, one figure, and two tables of data.) (RS)

ED 415 495 CS 013 027

E-Gustavsson, Anna-Lena
ATT LASA--ett behov, ett krav, en nodvandighet (Reading--a Need, a Requirement, a Necessity).
PUB DATE- 97
NOTE- 130p.
LANGUAGE- Swedish
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Adolescents; Adults; Comparative Analysis; Foreign Countries; Higher Education; Pilot Projects; *Reading Ability; *Reading Habits; Reading Research; Secondary Education; Tables (Data)
IDENTIFIERS- *International Adult Literacy Survey; *Sweden

The International Adult Literacy Survey, IALS, is the first international comparative study of reading ability and reading habits among adults. The IALS was carried out in seven countries in Europe and North America during 1994 and 1995. Swedish participation in the study consisted of a representative sample of the population, 16 years of age and older, who were interviewed and who took objective tests of

Nimchinsky, Howard; Camp, Jocelyn
Exploring Poetry through Interactive Computer Programs.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 95
NOTE- 77p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Assisted Instruction; English Instruction; Higher Education; Instructional Effectiveness; *Introductory Courses; Literature Appreciation; *Online Systems; *Poetry; Student Attitudes; Teacher Attitudes
IDENTIFIERS- *City University of New York Kingsborough Comm Coll; Poetic Forms

The goal of a project was to design, test, and evaluate several computer programs that allow students in introductory literature and poetry courses to explore a poem in detail and, through a dialogue with the program, to develop their own interpretation of it. Computer programs were completed on poems by Robert Frost and W.H. Auden. Both programs were tested, revised, and retested in classes at Kingsborough Community College, New York, and at other institutions. Preliminary versions of two more computer programs were produced--one on Gerard Manley Hopkins' "The Windhover" and one on elementary prosody. Feedback from students and faculty was overwhelmingly positive and was used to implement changes in the software. Statistical results were inconclusive, but seemed to indicate that those who benefited most from the programs were able to apply what they had learned to the study of another related poem. Appendixes contain information for the Fund for the Improvement of Postsecondary Education; statistical results of testing in year 1 and year 2; student questionnaires; a report by outside evaluator Dr. Mohamed Tazari; a grid used for programming; print-outs of student sessions; and a conference program. (RS)

ED 415 516   CS 216 161

McLaughlin, Margaret
Basic Writers Three Years Later: Their Problems and Their Priorities.
PUB DATE- 97
NOTE- 15p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (48th, Phoenix, AZ, March 12-15, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Black Students; Comparative Analysis; *English Instruction; Higher Education; Longitudinal Studies; Remedial Instruction; *Remedial Programs; Student Motivation; White Students; Writing Research
IDENTIFIERS- African Americans; *Basic Writers

An in-process longitudinal study examined what happened to remedial readers and writers placed into college-level remedial English classes after they left the remedial program. Subjects were 61 students (40 African Americans and 21 Caucasians) who had randomly been placed into two remedial English classes. Data included interviews with the students, their teachers, and analyses of their writings and of their academic transcripts.

Spheres: Political and Personal Conversation in Public and Private Spaces" (Robert O. Wyatt, Elihu Katz, and Joohoan Kim); "Invisible Defamation Plaintiffs: A Methological Critique of Gender and the Legal Research Process" (Diane L. Borden); and "Public Opinion and Ideological Center in Media Coverage: The Center-Seeking Mechanism in Electoral Politics" (Anthony Y.H. Fung and Tien-tsung Lee). Individual papers contain references. (CR)

ED 415 535 CS 509 660

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (80th, Chicago, Illinois, July 30-August 2, 1997): History.
PUB DATE- 97
NOTE- 365p.; For other sections of these Proceedings, see CS 509 657-676.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Historical Materials (060),Reports - Research/Technical (143)
DESCRIPTORS- American Indian History; Cable Television; Cancer; Editors; Japanese Americans; Journalism; *Journalism History; Journalism Research; Mass Media; Mass Media Effects; *Mass Media Role; News Reporting; *Newspapers; World War II
IDENTIFIERS- Carlisle Indian School PA; *Media Coverage; Serling (Rod)

The History section of the Proceedings contains the following 12 papers: "Change on Tap for Nashville: The Telegraph and News Content, 1860" (Frank E. Fee, Jr.); "Rod Sterling's 'Hegemony Zone'" (Bob Pondillo); "The Publications of the Carlisle Indian School: Cultural Voices or Pure Propaganda?" (Beth A. Haller); "'Upholding the Womanhood of Woman' by Opposing the Vote: The Countermovement Rhetoric of the 'Remonstrance,' 1890-1920" (Elizabeth V. Burt); "Seeking the Editorial High Ground: E.W. Scripps' Experiment in Adless Journalism" (Duane Stoltzfus); "Edward H. Butler of the Buffalo 'News': The Ascent and Corruption of a New Journalism Pioneer" (Michael J. Dillon); "Selling Cable Television in the 1970s and 1980s: Social Dreams and Business Schemes" (William J. Leonhirth); "John Shaw Billings: The Demons That Drove Time/Life's 'Editor's Editor'" (Michael F. Lane); "Issues of Openness and Privacy: Press Coverage of Betty Ford's Breast Cancer" (Myra Gregory Knight); "The Japanese-Language Press and the Government's Decision of the Japanese Mass Evacuation during World War II: Three Japanese Newspapers' Reception of the War, the Japanese Americans' Wartime Status, and the Evacuation" (Takeya Mizuno); "Free at Last? Religious Contradictions in the Origins of the Black Press in America (Allen W. Palmer and Lyrum Laturner); and "Why Did Women Journalists Leave the Newsroom?: Stories of Quitting (Linda Steiner). (Individual papers contain references.) (CR)

ED 415 536 CS 509 661

Proceedings of the Annual Meeting of the Assocation for Education in Journalism and Mass Communication (80th, Chicago, Illinois, July 30-August 2, 1997): International.
PUB DATE- 97
NOTE- 477p.; For other sections of these Proceedings, see CS 509 657-676.
LANGUAGE- English
EDRS Price- MF01/PC20 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)

intrinsically negative nor positive. Any of the practices embodied in these rules may be used effectively by a student performing an oral interpretation of literature. Ten of these "unwritten rules" are: (1) "teasers" are mandatory; (2) ways to use a manuscript (subdivided into eight additional rules); (3) times to use movement and blocking; (4) minimum time is relative to genre; (5) literature should "fit" interpreters; (6) literature should be new/undiscovered; (7) program oral interpretations manuscripts should follow a compiled script format rather than the format of a traditional program; (8) no transitions; (9) no self-authored literature; and (10) dramatic duo interpretations should only feature two characters unless the work is of an avant-garde nature. Appendixes contain event descriptions of the American Forensic Association and of the National Forensic Association. (RS)

ED 415 554 CS 509 683

Potter, Robert F.; Bolls, Paul D.; Lang, Annie; Zhou, Shuhua; Schwartz, Nancy; Borse, Jennifer; Dent, David
"What Is It?" Orienting to Structural Features of Radio Messages.
PUB DATE- 97
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Attention; Higher Education; *Listening; Media Research; Memory; *Radio; Stimuli; Undergraduate Students
IDENTIFIERS- *Message Responses; Structural Constituents

A study examined whether structural features of radio elicit orienting responses in attentive and inattentive listeners. Subjects (college students enrolled in one of three telecommunications courses at a major Midwest university who received course credit for participation) listened to a 12-minute radio stimulus. Results showed that inattentive and attentive listeners exhibited cardiac orienting responses to structural features of radio. The orienting responses of attentive listeners indicated verbal processing while those of inattentive listeners indicated features processing only. No effects of orienting on memory were found. (Contains four figures and 23 references.) (Author/NKA)

ED 415 555 CS 509 684

Qubein, Nido R.
How To Be a Great Communicator: In Person, on Paper, and on the Podium.
PUB DATE- 97
NOTE- 264p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Audience Awareness; Business Communication; *Communication Skills; Global Approach; Independent Study; *International Communication; Interpersonal Communication; *Professional Development; *Public Speaking; Self Help Programs; *Skill Development; Writing Skills
IDENTIFIERS- *Communication Strategies; International Business; Oral Presentations; Self Presentations

Designed to help any person develop the communication skills required for the global business environment, this book teaches make a comprehensive examination of these models and the ways in which they influence contemporary education. Chapter 4 is an ethnographic study of school systems as they reflect characteristics of the bureaucratic, social system, and open system models. Chapter 6 examines a relatively new orientation, which suggests that the key to understanding management behavior is to understand the nature of the changing situations managers face. As the situations change, so must the styles of management. The discussions of leadership, motivation, communication, educational marketing, conflict management, and organizational change are found respectively in chapters 7 through 12. The final chapter examines educational management in an international context, particularly in developing countries. (Contains 23 figures, 8 tables, chapter endnotes, and subject and author indices.) (LMI)

ED 415 574 EA 028 850

Bauman, Paul C.
Governing Education: Public Sector Reform or Privatization.
PUB DATE- 96
NOTE- 184p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Democratic Values; Educational Administration; *Educational Change; Elementary Secondary Education; *Governance; Government School Relationship; Leadership; Policy Formation; Politics of Education; Private Education; *Privatization; Public Education; *Public Schools; School Administration; *School Restructuring

Americans are facing a critical choice between two different systems of school control the continuance of the current system of public governance or a move to a privatized approach to schooling. The purpose of this book is to help educators and citizens better understand the issues and opportunities associated with changes in educational governance. The first chapter describes a growing sense of uncertainty in public education and the problems within traditional approaches to educational governance. Chapter 2 focuses on different definitions of governance and governing in light of recent events in U.S. politics. Chapters 3 and 4 provide a brief overview of the historical and structural forces that define the governance environment in education. Controversies surrounding political and cultural values in a democratic society are highlighted in chapter 5. Chapter 6 summarizes school reforms that directly or indirectly affect the process of governance. Chapter 7 inventories critical skills for administrators and other participants in school and systemwide decision making. The future of educational governance is presented in chapter 8 as a series of considerations for reforming the current system or moving to a privatized system of school control. (Contains 6 tables, 22 figures, chapter endnotes, and an index.) (LMI)

ED 415 575 EA 028 852

Disseminating Promising and Exemplary Programs: Planning a System of Expert Panels. Working Papers. Meeting Report and Follow-Up Papers from an OERI-Sponsored Meeting (Chicago, Illinois, March 24, 1997).
PUB DATE- 97
NOTE- 185p.

and Attention Deficit Hyperactivity Disorder. Implementing the Americans with Disabilities Act Series.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 94
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Attention Deficit Disorders; *Civil Rights Legislation; Disability Discrimination; Eligibility; *Equal Opportunities (Jobs); Equal Protection; Federal Legislation; *Hyperactivity; *Learning Disabilities
IDENTIFIERS- *Americans with Disabilities Act 1990; *Employment Accommodations (Disabilities); Reasonable Accommodation (Disabilities)

This brief paper uses a question-and-answer format to summarize requirements of the Americans with Disabilities Act (ADA) of 1990 related to employment of people with learning disabilities (LD) and attention deficit hyperactivity disorder (ADHD). Questions address the following topics: (1) what is meant by LD and ADHD; (2) eligibility requirements of these conditions under the ADA; (3) the need to provide job accommodations for people with LD and ADHD; (4) examples of appropriate accommodations, such as providing a visually organized environment for the individual with visual perceptual problems, encouraging use of tape recordings or "talking" computers for the individual with reading problems, and providing a private space for employees who are easily distracted; and (5) the role of employers in advancing the employee with LD or ADHD. A listing of six resources is provided. (DB)

ED 415 594 EC 306 060

Bruyere, Susanne M.; Golden, Thomas P.
Working Effectively with Persons Who Have Cognitive Disabilities. Implementing the Americans with Disabilities Act Series.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 94
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Civil Rights Legislation; Compliance (Legal); *Equal Opportunities (Jobs); Equal Protection; Federal Legislation; Job Application; Job Training; *Legal Responsibility; *Mental Retardation
IDENTIFIERS- *Americans with Disabilities Act 1990; Employment Accommodations (Disabilities); *Reasonable Accommodation (Disabilities)

This brief paper uses a question-and-answer format to summarize requirements of the Americans with Disabilities Act (ADA) of 1990 related to employment of persons who have cognitive disabilities. Questions address the following topics: (1) the meaning of "reasonable accommodation" under the law; (2) what is meant by a cognitive disability; (3) considerations during the job application and interview process (such as simplifying thinking, and test-taking; (3) strategies for reading; (4) strategies for writing; (5) strategies for math; (6) strategies for science and other subjects; and (7) teaching social skills. A list of publishers completes the bibliography. (DB)

ED 415 614   EC 306 093

Larson, Sheryl A.; Lakin, K. Charlie

A Longitudinal Study of Turnover among Newly Hired Residential Direct Support Workers in Small Community Homes Serving People with Developmental Disabilities: Summary Report, Report 50.

SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.

PUB DATE- 97

NOTE- 27p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Agencies; *Attendants; Community Programs; *Developmental Disabilities; *Employee Attitudes; Employment Experience; *Group Homes; *Labor Turnover; Longitudinal Studies; Recruitment; Residential Programs; Surveys

IDENTIFIERS- Minnesota

Two studies examined turnover among newly hired residential direct support workers in community homes serving people with developmental disabilities. In Study 1, 110 community homes for people with mental retardation in Minnesota were surveyed for facility and residential characteristics, direct support worker wages and benefits, recruitment and retention outcomes, factors associated with turnover, strategies to address staffing challenges, and supervisor suggested changes. Study 2 involved 5 surveys of 124 newly hired direct-support workers at homes that had been previously surveyed. Workers were surveyed regarding worker characteristics, direct support worker outcomes, reasons for wanting to leave, workers' recommendations to agencies, the most difficult aspects of direct support work, and workers' recommendations for potential direct support workers. Findings of the two studies indicated an average turnover rate of 46-48 percent over two years. Factors affecting recruitment and retention outcomes included the length of time a particular home had been in operation, severity of residents' disabilities, and the tenure of the home supervisor. Recommendations to address recruitment and retention challenges are offered for the application process, for the period of worker entry into the organization, for the period of organizational socialization, and for ongoing strategies. (Contains 37 references.) (DB)

ED 415 615   EC 306 095

Shackelford, Jo

State and Jurisdictional Eligibility Definitions for Infants and Toddlers with Disabilities under IDEA.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.

PUB DATE- 98

NOTE- 25p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *At Risk Persons; Compliance (Legal); *Definitions; *Developmental Delays; Disabilities; Educational Legislation; *Eligibility; Federal Legislation; Infants; Preschool programming provided students with disabilities included in general education classrooms. Four major reporting constraints are identified: (1) articulation of state and local management information systems and the use of the data form to extract data for other purposes, such as district funding; (2) the state and federal forms (and categories) used to collect student placement information; (3) the ability to capture both the placement and the intensity of services delivered to students with disabilities in the general education classroom; and (4) how data are reported and disseminated. Positive developments and continuing barriers to accurate reporting are examined, including state and local management information systems, issues of definition and data exclusion, concerns about reporting intensity and quality of services, and difficulties in reporting and disseminating results. An appendix defines basic terms. (Contains 15 references.) (DB)

ED 415 632   EC 306 114

Reschly, Daniel J.
Disproportionate Minority Representation in General and Special Education: Patterns, Issues, and Alternatives.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 97
NOTE- 144p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Attitude Change; *Black Students; Civil Rights; Court Litigation; *Disabilities; Disability Discrimination; Due Process; Educational Quality; Elementary Secondary Education; *Incidence; Instructional Effectiveness; *Minority Groups; Outcomes of Education; Prereferral Intervention; Prevention; Racial Discrimination; Special Education; Standards; Statistical Analysis; *Student Evaluation; *Student Placement
IDENTIFIERS- *Disproportionate Representation (Spec Educ)

This monograph addresses issues concerned with the disproportionate representation of minority students, especially black students, in special education programs. It reviews the nondiscrimination legal requirements and protections as well as litigation in the federal courts. After a "warm-up exercise" in the form of a pre-test, an overview section reviews the history of disproportionate representation of minority students in special education. Part 2 discusses legal standards that require nondiscrimination in the assessment, classification, and placement of children with disabilities and reviews existing case law. Part 3 emphasizes the need to distinguish between different ways to analyze program representation statistics and notes that some of the problems of disproportionate minority representation arise from misunderstandings of these statistics. Part 4 reviews a variety of criteria and guidelines for analysis and decision-making. Part 5 looks at the prevention of disproportionate minority representation through court orders, reevaluation projects, the use of alternative criteria and assessment procedures, and prereferral intervention. Part 6 considers possible ways to change the acceptability and ensure the effectiveness of special education. Part 7, a summary, stresses that positive outcomes for students should be the ultimate criteria underlying nondiscrimination in assessment, placement, and services. Appendices provide guidelines for assessment and problem solving from Iowa and federal regulations. (Contains 122 references.) (DB) administrative and procedural requirements. It discusses some of the problems with the old act and highlights the nature of and reasons for the changes. The manual identifies new questions arising from the reauthorized IDEA and discusses potential outcomes under the new statue. It offers insight into the interpretations likely to follow in regulations or the courts and provides practical guidance for understanding IDEA. The manual focuses primarily on the requirements of Part B, the state grant program which provides financial assistance for educating children with disabilities. Individual chapters discuss the changes to: (1) state and local planning requirements; (2) identification, evaluation, and placement of children with disabilities; (3) the Individualized Education Program process; (4) discipline; (5) procedural safeguards; (6) fiscal and administrative provisions; and (7) early childhood programs. The manual also gives an overview of the program that provides assistance for infants and toddlers with disabilities, known as Part C of the Act. An appendix includes a copy of the Act itself. (CR)

ED 415 650 EC 306 134

Thurlow, Martha L.; Elliott, Judy L.; Scott, Dorene L.; Shin, Hyeonsook
An Analysis of State Approaches To Including Students with Disabilities in Assessments Implemented during Educational Reform. Technical Report 18.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 97
NOTE- 21p.; "In collaboration with: Council of Chief State School Officers and the National Association of State Directors of Special Education."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accountability; Change Strategies; Decision Making; *Disabilities; *Educational Assessment; Educational Change; *Educational Policy; Elementary Secondary Education; *Guidelines; *Inclusive Schools; Mainstreaming; Outcomes of Education; Policy Formation; *State Standards; Student Participation
IDENTIFIERS- *National Center on Educational Outcomes

This analysis compared guideline markers, identified by the National Center on Educational Outcomes (NCEO) to maximize participation of students with disabilities in educational assessments, with written guidelines of 43 states concerning participation, accommodations, and reporting. The NCEO markers were developed using an input and consensus process involving identification of facilitators and barriers to inclusion in assessments, which were then shared with various stakeholder groups who provided additional input. Analyses of the state guidelines revealed that, while guidelines showed some common elements of inclusive policies, there are many important elements of inclusive policies not represented in states' written policies. Among the least frequently included recommended characteristics were using a form to aid the decision-making process and informing parents about the implications of decisions. Overall, only about one fourth of the states showed at least 50 percent of the desired participation markers, and none showed at least 50 percent of the desired reporting markers. Issues identified for further action include disseminating information on the importance of inclusive accountability systems, crafting comprehensive classroom. At the secondary level, most science education takes place in the laboratory. Other dedicated spaces used for science education at this level are the lecture area, the preparation area, the storage area, the student project area, the seminar room, the greenhouse, and the science studio. Detailed guidelines for laying out these program spaces and overlaying the supporting systems are presented. The design considerations are made from an architectural standpoint as well as within a technical framework. (Contains 39 references and 3 agency addresses.) (RE)

ED 415 669 EF 005 021

Maryland Public School Standards for Information and Communications Distribution Systems in New Construction and Renovation Projects.
PUB DATE- 96
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Communications; *Educational Facilities Design; *Educational Facilities Planning; *Electronic Equipment; Elementary Schools; Elementary Secondary Education; Interior Space; Public Schools; School Buildings; *School Construction; Secondary Schools; Space Utilization
IDENTIFIERS- Communications Distribution Room; *Maryland; Technical Communication; Technological Development Project; Technology Utilization

Standards established by Maryland public schools for information and communication distribution systems in new construction and renovation projects are detailed. The function of the communications distribution room (CDR) is to house the distribution equipment of the school's communications systems and may contain gateways, tuners, video cassette recorders, audio/video distribution systems, mainframes, documentation, and test equipment. It is connected to a communications closets (CC) for horizontal distribution to the end user. The CDR is the demarcation point for external systems such as telephone and cable lines. Primary considerations for CDR development are presented. In retrofitted facilities where a CDR cannot be provided, a CC can perform the termination and cable distribution function of the CDR. The CC distributes communications cable to end users or to communications distributions outlets to user areas. Development requirements for the CC are detailed. Horizontal distribution is described as the means by which information and communications services are brought from the CC to the user station or the communications outlet. Cable and wiring specifications for this transfer are discussed. Communications outlet requirements for the classroom and the laboratory are presented, along with electrical system requirements. The Maryland Public School Minimum Technology Capability Statements in New Construction and Renovation Projects is included and details the building information and communications distribution system and other aspects of building design for Maryland public schools. (RE)

ED 415 670 EF 005 022

Maryland State Department of Education School Food and Nutrition Service Design Manual.

questioning techniques; cooperative learning; techniques for promoting student interaction with text (reading instruction); and error correction. It is concluded that: (1) while there is some conflicting evidence, the majority of studies reviewed support the notion that reciprocal teaching improves reading and listening skills and fosters positive student attitudes toward reading; (2) studies of questioning show that teacher questions promote classroom interaction when open-ended, challenging, and interpretational, increasing teacher wait time after questions improves the quality and quantity of interaction, teacher encouragement and immediacy increase student questions, and the number of student questions in student/student interaction is much greater than in teacher/student interaction; (3) allowing students to interact freely in cooperative learning without close monitoring improves language skills; (4) heterogeneous grouping promotes interaction of low-ability students; (5) task differences influences interaction among group members; (6) interaction with prior knowledge and student-generated questions improve reading comprehension; and (7) error correction, even computer-generated, improves learning. Contains 103 references. (MSE)

ED 415 689 FL 024 996

Brown, H. Douglas
Breaking the Language Barrier: Creating Your Own Pathway to Success.
PUB DATE- 91
NOTE- 202p.; Foreword by U.S. Senator Paul Simon.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Classroom Techniques; *Cognitive Style; Course Selection (Students); Cultural Awareness; Error Patterns; *Language Acquisition; Learning Processes; Learning Strategies; Neurolinguistics; *Second Language Learning; *Second Languages; Self Esteem; Teaching Methods

Intended as a guide for learners of a second language, the book suggests creative, positive steps the individual learner can take to improve his chances of success. The first chapter looks at what is involved in learning a second language and suggests that the individual can take control of the learning process. The second and third chapters explore what the language learner can gain from the experience of the infant and child learning to talk. Chapter four examines how knowledge about human learning processes can aid in second language learning, and chapter five looks at the function of cognitive style in learning. In chapter six, the role of self-confidence and motivation are considered. Interaction of language and culture learning is considered in chapter seven, and the important and necessary process of making and correcting mistakes is discussed in chapter eight. The two final chapters focus on taking control of learning by choosing from among different instructional approaches and available courses and by self-testing for cognitive style and preference. A twelve-step program for better language learning is presented in the final chapter. Contents are indexed. (MSE)

ED 415 690 FL 024 997

Matras, Yaron, Ed.; Bakker, Peter, Ed.; Kyuchukov, Hristo, Ed.

ED 415 711 FL 025 019

Lyovin, Anatole V.
An Introduction to the Languages of the World.
PUB DATE- 97
NOTE- 506p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Contrastive Linguistics; Descriptive Linguistics; Foreign Countries; Geographic Distribution; Language Classification; *Language Patterns; Language Research; *Language Variation; *Languages; *Linguistic Theory; Oral Language; *Uncommonly Taught Languages; Written Language

The textbook is designed to introduce beginning students of linguistics to the variety of languages of the world. It assumes the reader has mastered the basic principles of linguistics, but seeks background information in the broad range of language phenomena found in the world's languages. Chapters address these topics: classification of languages, classification of writing systems; languages of Europe; languages of Asia; languages of Africa; languages of Oceania; native languages of the Americas (North, South, and Meso-America); and Pidgins and Creoles. Each chapter includes an extensive bibliography. An appendix contains 19 language distribution maps. Contents are indexed by subject and language. A general bibliography contains 377 references. (MSE)

ED 415 712 FL 025 021

Matthey, Marinette
Apprentissage d'une langue et interaction verbale. Sollicitation, transmission et construction de connaissances linguistiques en situation exolingue (Language Learning and Verbal Interaction. Appeal, Transmission and Construction of Linguistic Knowledge in a Foreign-Language Situation).
PUB DATE- 96
NOTE- 234p.
LANGUAGE- French
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- *Interaction; *Interpersonal Communication; *Language Processing; Language Research; *Learning Processes; Learning Theories; Linguistic Theory; Native Speakers; *Oral Language; Second Language Learning; Second Languages
IDENTIFIERS- Language Corpora; Vygotsky (Lev S); Zone of Proximal Development

The discussion of the role of verbal interaction in second language learning focuses on the process the learner undergoes in acquiring linguistic knowledge in a second- or foreign-language (L2) situation. The introductory section provides a general discussion of language learning and the acquisition of both linguistic and non-linguistic knowledge. Subsequent chapters address these topics: Chapter 1, linguistic theories of language learning, both generative and functional; chapter 2, L2 conversation and shifts in interaction; chapter 3, L2 conversation and the acquisition process; chapter 4, application of Vygotskyan concepts to a second language acquisition theory; chapter 5, levels of analysis of the process of L2 acquisition; chapter 6, L2 interaction and the zone of proximal development; chapter 7, formats of native/non-native speaker interaction and the occurrence of moments of personnel for staff development and the need for connections between teachers and students. The analogy is made to the relationship between research and development. The need for development and counseling relationships is also described. (Contains 150 references.) (JLS)

ED 415 731 HE 030 809

Earwaker, John
Helping and Supporting Students. Rethinking the Issues.
PUB DATE- 92
NOTE- 153p.; Published by Open University Press.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- College Students; Faculty Advisers; Foreign Countries; Higher Education; Role Perception; School Administration; School Counseling; Student Characteristics; Student College Relationship; Student Development; *Student Needs; Student Personnel Services; Student Personnel Workers; *Student Welfare; Teacher Student Relationship; Tutors

This book examines the various kinds of student support provided by institutions of higher education, and is written mostly from the perspective of the British university system. It takes the point of view that assistance is not an extra or supplement to the educational experience, but is in fact an integral element of the educational process. Part 1 of the book is concerned with the students experience--the experience of: problems, development, transitions, and how the student experience has changed--all framed within an interpersonal and social context. Part 2 examines the issues from the perspective of the tutor. It deals with the nature of the tutor's role and relationship between tutor and student, use and abuse of power, confidentiality, professional responsibility, and the difficulties and ambiguities of the tutor's role. Part 3 examines institutional policy--how institutions can best provide support for students. It gives examples of institutional support, discusses pastoral care and counseling, discusses alternative models of support--via the curriculum, the workplace, peers, and groups. The book encourages tutors to experiment and innovate, and suggests that institutions examine their support systems to find ways to integrate them into the larger institutional framework. (Contains 45 references.) (JLS)

ED 415 732 HE 030 810

Wheeler, Sue; Birtle, Jan
A Handbook for Personal Tutors.
PUB DATE- 93
NOTE- 189p.; Published by Open University Press.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Students; College Students; *Counseling; Counseling Objectives; Counseling Techniques; Educational Strategies; Ethnic Groups; Faculty Advisers; Foreign Countries; Higher Education; Intervention; Nontraditional Students; Role

This report describes a three-year project at Fordham University (New York) to develop three core courses for a new Master of Arts in Liberal Studies (MALS) program for students seeking an advanced, critical, and multidisciplinary approach to contemporary social and ethical issues. During the first year a multidisciplinary planning committee developed syllabi for the first two courses: "The Nature of Responsibility" and "Human Responsibility in Action." The third course is an integrative seminar taken at the conclusion of the program and after completion of seven electives relevant to a major issue selected by the student. During the second year, the program was implemented with 17 students. Emphasis during the third year was on program institutionalization and internal and external evaluations. The program has become well accepted and a favorite of the New York City "Mayor's Fellowships" for exceptional city employees. However, internal evaluation comparing critical skills of students beginning the program and after their first year did not find a significant improvement. After an executive summary and project overview, individual sections describe the project's purpose, background and origins, components, and results. Appended are the course syllabi, evaluation reports, symposia flyers and program brochure. (DB)

ED 415 751 HE 030 895

Kitchener, Karen S.
Assessing Reflective Thinking within Curricular Contexts.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 94
NOTE- 82p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Development; Cognitive Development; Cognitive Tests; *College Curriculum; Conceptual Tempo; Consultation Programs; *Critical Thinking; Educational Psychology; *Faculty Development; Higher Education; *Instructional Improvement; Models; Theories; Thinking Skills; Workshops
IDENTIFIERS- Bowling Green State University OH; *Reflective Thinking; *University of Denver CO; University of Missouri Columbia

This 42-month project at the University of Denver (Colorado) developed materials and faculty development activities concerning application of Kitchener and King's reflective judgment theory. Testing and implementation were at the University of Denver and Bowling Green State University (Ohio) and the University of Missouri (Columbia). The model describes the development of one aspect of critical thinking--the process by which adults become better able to make decisions about complex ill-structured problems. A paper and pencil measure, the reflective thinking appraisal, was devised and tested, and an accompanying technical manual was written. Three-day workshops and consultation with 18 faculty in various disciplines led to revision of courses based on the reflective judgment model and principles of educational psychology. A manual was developed to help faculty apply the model. Evaluation of reflective judgment in pilot studies indicated significant differences in scores between younger, less educated students and older, more educated students, with

ED 415 769 HE 030 915

Smart, John C., Ed.
Higher Education: Handbook of Theory and Research. Volume XIII.
PUB DATE- 98
NOTE- 414p.; For the previous volume, see ED 403 851.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Accountability; Administration; Adolescents; Affirmative Action; College Faculty; Demography; Discriminant Analysis; Diversity (Institutional); Doctoral Degrees; Educational Finance; *Educational Theories; Feminism; Feminist Criticism; *Higher Education; Instructional Effectiveness; Minority Groups; Paying for College; Public Colleges; Research Needs; Seniority; State Aid; Student Evaluation; Womens Education; Womens Studies
IDENTIFIERS- Cooperative Institutional Research Program

The 10 papers in this handbook consider higher education theory and research. Following an opening essay, "Recollections and Reflections," by C. Robert Pace, which offers reflections on higher education as a field, on its evolution, and it future research needs, papers include: "Reflections on the Study of Effective College Teaching and Student Ratings: One Continuing Quest and Two Unresolved Issues" (Kenneth A. Feldman); "Differentiation and Diversity in Higher Education Systems" (Jeroen Huisman); "Reviewing and Rethinking Administrative Costs" (Gary Rhoades); "State Efforts to Keep Public Colleges Affordable in the Face of Fiscal Stress" (Michael Mumper); "Discriminant Analysis in Higher Education Research" (Carl J. Huberty and Laureen L. Lowman; "Faculty Demography: Exploring the Effects of Seniority Distributions in Universities" (James C. Hearn and Melissa S. Anderson); "Feminist Teaching in Higher Education" (Becky Ropers-Huilman); "Women and Minorities in Higher Education" (Larry L. Leslie and Ronald L. Oaxaca); and "Trends in Doctoral Education and Employment" (Alan E. Fechter and Catherine D. Gaddy). Appended are tables of contents of previous volumes in the series. (Individual papers contain references.) (BF)

ED 415 770 HE 030 916

Reed, Jeannie, Ed.
Statistical Profile of Higher Education in West Virginia, 1996-97.
PUB DATE- 97
NOTE- 211p.; For the 1995-96 Statistical Profile, see ED 398 829.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *College Faculty; Community Colleges; Continuing Education; *Degrees (Academic); Demography; *Educational Finance; *Enrollment Trends; *Higher Education; Private Colleges; *Public Colleges; Sex Differences; State Surveys; Tables (Data); Trend Analysis; Tuition
IDENTIFIERS- *West Virginia

This publication provides statistical data on enrollment, degrees conferred, faculty, and financing at West Virginia's 16 public colleges and universities. It also provides selected data for the 10 independent colleges and universities in the state. A highlights section notes a stable level of credit headcount enrollment over the previous year, Full-Time Equivalent (FTE) enrollment of 59,320, and 5.68 percent minority student enrollment. Chapter 1 provides headcount and FTE enrollment

ED 415 788 HE 030 934

Lunneborg, Patricia W.
OU Women. Undoing Educational Obstacles.
PUB DATE- 94
NOTE- 145p.; Published by Cassell, London, Great Britain. Foreword by Rt. Hon. Betty Boothroyd.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Access to Education; Adult Students; Andragogy; Case Studies; Distance Education; Elementary Secondary Education; Experimental Colleges; Extension Education; External Degree Programs; *Females; Foreign Countries; Higher Education; *Nontraditional Education; *Open Universities; Paying for College; Preschool Education; Self Esteem; Sex Bias; Sex Role; Sex Stereotypes; Social Status; Track System (Education); Tutors; Womens Education; Working Class
IDENTIFIERS- England; *Open University (Great Britain)

This book examines the successes of the Open University (OU), a concept now 25 years old, in overcoming obstacles to higher education faced by nontraditional students, and particularly those faced by older women. The OU has no entry qualification, requires no tests, admits all applicants on a space-available basis, and awards a Bachelor's degree. In paired chapters, with each chapter detailing a specific obstacle that has turned women away from school and its companion chapter telling the story of how one woman overcame this challenge, the book deals with topics such as: (1) streaming (assigning students on the basis of sex or class); (2) channeling (shunting girls into traditionally female subjects and refusing to enroll them in maths and science); (3) early educational failure ("grading on the curve"); (4) low self-confidence (beginning in nursery school); (5) male bias (lower priority for girls' needs); (6) lack of emotional support (from parents, teachers, classmates, spouses, or children); (7) lack of financial support (programs available for men but not for women); (8) university life's lack of fit (tacit or overt hostility to mature women students); and (9) the homemaker role (stereotyping women). (Contains 91 references and selected resources.) (BF)

ED 415 789 HE 030 935

Andersen, Charles J., Comp.
Fact Book on Higher Education. 1997 Edition. American Council on Education Series on Higher Education.
PUB DATE- 98
NOTE- 254p.; For previous edition, see ED 311 774.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - Serials (022),Numerical/Quantitative Data (110)
DESCRIPTORS- College Faculty; Degrees (Academic); Demography; Educational Change; Educational Economics; Educational Finance; *Educational Trends; *Enrollment Trends; Higher Education; Institutional Characteristics; Minority Groups; National Surveys; *School Statistics; Student Characteristics; Student Financial Aid; Tables (Data); Womens Education

This volume of data on higher education highlights trends over the past 20 years, with some data traced back to the 1930s. The data was obtained from both government and nongovernment sources, including especially the U.S. Department of Education, the Bureau of the Census, the Bureau of Labor Statistics, and

Educational Philosophy; *Educational Practices; Elementary Secondary Education; Evaluation Methods; *Integrated Curriculum; Program Evaluation; School Districts; Student Evaluation; Teacher Evaluation; Teaching Methods; Vocational Education
IDENTIFIERS- Missouri

This module is the fourth section of a four-part how-to manual for integrating curriculum in grades K-12, especially in Missouri. The module discusses the topic of assessment and provides suggestions for assessing students, integrated teaching, and integrated programs. Comments from teachers, students, and administrators who are actively involved in integration in Missouri schools are interspersed throughout the module. The schools from which ideas were drawn were selected to represent a broad spectrum of learning environments, from urban to rural, from magnet school to comprehensive K-12. The module is organized in three sections discussing how to conduct assessment of students, teachers, and the integrated program. A case study of the Farmington School is provided. The module also includes descriptions of 10 school reform measures, a glossary defining 19 terms, and a few references dispersed throughout. (KC)

ED 415 344 CE 075 441

Foundations for a Competitive Advantage. ILRDC Special Publication Vol. 1.
PUB DATE- 95
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - General (140)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Continuing Education; Corporate Education; *Educational Needs; *Employer Employee Relationship; *Employment Practices; *Literacy Education; On the Job Training; Organizational Development; Technological Advancement; *Workplace Literacy

The six articles in this publication provide information on how basic skills education and training can contribute to corporate profitability, using case studies and examples from corporations that promote employee training. The following articles are included: "Laying the Foundations for a Competitive Advantage: Emson's Skills Enhancement Program" (Zane Bail); "Education Drives America" (Michele Perry); "Designing Curriculum for Workplace Literacy Programs" (Eunice N. Askov); "Proving It Works? Overcoming Business Roadblocks to Re-Educating the American Worker" (Edward E. Gordon); "Using ROI Return on Investment to Link Community College Resources and Workplace Training Needs" (Denise P. Rzonca, Jim M. Graber); and "Problem Solving, Teamwork, and Continuous Learning--Cornerstones for Success" (J. William McVey). (KC)

ED 415 345 CE 075 442

Riley, Peter C.
Designing, Developing and Implementing WWW-Based Distance Learning.
PUB DATE- 97
NOTE- 8p.; Paper presented at the Interservice/Industry Training, Simulation and Education Conference (I/ITSEC) 19th, Orlando, FL, December 1-4, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference

needs--it was the emphasis that varied throughout adulthood. Different teaching methods were appropriate at different points on the continuum. (Contains 23 references) (YLB)

ED 415 362 CE 075 526

Lightner, John W.
An Attention Model for Museum Exhibits.
PUB DATE- 98
NOTE- 119p.; Ph.D. Practicum Report, Michigan State University.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Adult Education; *Attention; Attention Control; Attention Span; Curiosity; *Exhibits; Interests; Models; *Motivation; *Museums
IDENTIFIERS- Grounded Theory

A qualitative study determined which factors in the museum exhibit environment or within the museum visitor may influence the visitor to attend an exhibit. Observations and interviews were conducted of 14 groups that visited a Chesapeake & Ohio steam locomotive at the Henry Ford Museum in Dearborn, Michigan. An inductive or grounded theory approach was used to analyze the data. Interest and relevance were motivational prerequisites for attention and influenced the visitor to attend the exhibit. The interest and relevance factors within the visitor could be categorized as enduring personal interest, curiosity, and connections to personal history. Group influence and the interesting nature of the exhibit, both external to the visitor, also influenced visitor attention. These findings provided some evidence to support the hypothesis that the attention model for museum exhibits is a plausible explanation about how visitors pay attention in a museum. The attention model was a viable replacement for the "hook" in the Csikszentmihalyi and Hermanson model. It was able to describe the visits of specialized groups and the visits of a more general family/social group. People visiting the locomotive exhibit did not attend in the same way but the model had the flexibility and power to describe motivation to attention in each case. (Appendixes contain 37 references, 10 notes, and instruments.) (YLB)

ED 415 363 CE 075 527

Felstead, Alan; Green, Francis; Mayhew, Ken
Getting the Measure of Training. A Report on Training Statistics in Britain.
PUB DATE- 97
NOTE- 61p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Education; *Educational Quality; Employee Attitudes; Foreign Countries; *Independent Study; *Information Needs; Job Skills; *Labor Force Development; Occupational Mobility; *Off the Job Training; Questionnaires; Staff Development; *Statistical Data; Statistical Surveys; Trend Analysis
IDENTIFIERS- *Great Britain

Despite the prominence of work-based training in British national policy debate, published statistics fail to give solid data on training volume or quality. The Labor Force Survey, commonly used to give a picture of increasing training, shows

PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Economically Disadvantaged; *Employment Opportunities; Employment Patterns; *Employment Projections; Federal Legislation; *Females; Labor Market; Labor Needs; Poverty; State Legislation; *State Programs; *Welfare Recipients
IDENTIFIERS- Personal Responsibility and Work Opp Recon Act; *Texas; *Welfare to Work Programs

Researchers assembled a database of current and projected information on the following: welfare recipients; other female participants in the labor market; employment, occupational availability, and job openings; and occupational characteristics. The database was used in a multistep process to project the number of women forced to leave welfare rolls between statewide implementation of Texas' time limits and the year 2000 and other key figures. Findings revealed the following: over 59,000 women are expected to be forced to leave Texas' welfare rolls; more than half will have worked within the previous 2 years with average wages of less than $3,700; three-quarters will have been "long-term" recipients; most forced exiters are expected to be black women; and women entering the labor market from the welfare rolls will increase the statewide labor force by less than two-thirds of 1 percent. The greatest share of jobs available to forced exiters would be in service occupations. About two of five available jobs would be full time/full year. Fewer than 30 percent of all potential jobs would enable a family of three to escape poverty. At least 50 percent of possible employment opportunities would lack medical insurance coverage, dental coverage, paid personal leave, and sick leave. Well over half of all available jobs would tend to be unstable. Nearly all Texas regions were expected to have ample numbers of jobs for forced exiters in female-dominated occupations. (Appendixes contain 31 references, data sources, and 45 endnotes.) (YLB)

ED 415 381 CE 075 560

McPherson, Robert E.; Long, Donald W.; Sim, Shao Chee
Engaging Employers in Public Workforce Efforts in Texas.
SPONS. AGENCY- Texas State Council on Workforce and Economic Competitiveness, Austin.
PUB DATE- 97
NOTE- 68p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Education; *Employers; *Employment Programs; Federal Legislation; Federal Programs; Industry; Inplant Programs; *Job Training; *Labor Needs; Needs Assessment; *Public Sector; State Legislation; *State Programs; Statewide Planning
IDENTIFIERS- *Texas

To determine how best to connect public work force services in Texas with employers' needs, a study reviewed literature on employer involvement in government-sponsored training programs. Study activities included the following: review of findings from two recent national surveys on employer training, identification of states most strongly committed to reforming and linking their work force efforts more closely to employer needs, and interviews with Texas employers. Findings indicated that traditional approaches to involving private employers had limited success. Clashing cultures impeded employer engagement. Shareholder returns drove the business world, regulations ruled the public sector, and public program staff were not motivated

IDENTIFIERS- *Virginia

The Virginia Department of Correctional Education (DCE) offers programs in basic skills, academic, vocational, special education, and social skills. Postsecondary courses are also offered by community colleges and other postsecondary institutions. The DCE currently operates education programs and related services in 20 major adult education facilities, 7 youth learning centers, and 19 correctional field units. Technical assistance is also provided to jails throughout the state. Enrollment figures vary because of new admissions and releases on a daily basis; on a yearly average, the DCE served 4,563 adult and 649 youth students in fiscal year 1990-91. Adult academic programs emphasize helping students to become self-directed and responsible learners. Components include Adult Basic Education (ABE), General Education Development (GED), and Literacy Incentive Program (LIP), as well as college courses. Youth academic programs offer both alternative education and public school credit curricula as well as special education. Some correctional youth learning centers are part of tech-prep programs with community colleges. A broad range of vocational programs are offered for both incarcerated adults and youth. The correctional education programs are funded by the Virginia General Assembly, federal funds through the Carl D. Perkins Vocational and Applied Technology Education Act of 1990, and Special Revenue funds. (Four appendixes to this report include information on DCE program offerings by institution; program enrollment; vocational programs; and program completions. Contains 11 references.) (KC)

ED 415 400 CE 075 608

Implementation of the School-to-Work Opportunities Act of 1994. Report to Congress.
PUB DATE- 97
NOTE- 68p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- College School Cooperation; Cooperative Education; Corporate Support; *Education Work Relationship; Educational Change; Educational Finance; Federal Aid; Federal Legislation; Parent School Relationship; *Partnerships in Education; Program Effectiveness; *Program Implementation; *School Business Relationship; Secondary Education; *State Programs; Statewide Planning; Vocational Education; Work Experience Programs
IDENTIFIERS- *School to Work Opportunities Act 1994

As year 4 of a 7-year initiative to implement the School-to-Work (STW) Opportunities Act begins, 37 states have received implementation grants and 105 direct federally-funded and over 900 state-funded local partnerships exist. In 1997, technical assistance is available to any of the remaining 13 states ready for full-scale implementation. Notable progress in STW can be seen through site visits to STW implementation states, first-year findings from a 5-year independent national evaluation, and a state-designed progress measures process. Data show that 1 million of approximately 13 million secondary school students participated in one or more school-based STW activity between January-June 1996. From December 1995-June 1996, the number of businesses participating in STW partnerships has increased from 135,000 to 200,000. Businesses have increased their capacity to provide work-based learning opportunities. As of June 1996, nearly all local partnerships have at least one postsecondary institution participating in some STW activity. State challenges are to bring about "scale" by fostering a substate the interfacing of muscle signals to a computer. The system allows for the control of a computer using electromyographic signals from human muscles. The key emphasis is the development of an inexpensive universal system that can be used by others to further their skills in the system's applications with the required safety features associated with interfacing humans to machines. The second project is the implementation of a remote data logger. It uses a radio frequency link for analog data collection. The system allows for the computer collection of any analog data that can be translated as a varying DC voltage level between 0-5 volts. It allows a computer to collect analog data from a site up to 250 feet from the computer without connecting wires. The use of such capstone experiences as these has proven to be an effective method in helping students translate theory into application. (YLB)

ED 415 418 CE 075 646

Lammers, Gale; Gregory, B. J., Ed.
Connections to Career Opportunities. A Multi-Purpose Career Fair.
PUB DATE- 97
NOTE- 69p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Career Awareness; Career Choice; Career Development; *Career Education; *Employment Opportunities; Program Development; Program Implementation; Two Year Colleges
IDENTIFIERS- *Career Events

This publication provides a description of the Phillips Community College (Arkansas) multipurpose career fair as well as a step-by-step planning and implementation guide for putting on a career fair. The Phillips career fair provides an exchange of information and interaction for persons seeking employment, career awareness and employment, and opportunities to further their education. Students can showcase their skills to potential employers, and representatives from area businesses, industries, universities, and the military are given the opportunity to make contact with potential employees and students and to showcase their businesses, services, or institutions. This guide includes a planning calendar with detailed activities for every month leading up to the career fair, suggestions for partners who may wish to provide booths and bring clients, and outcomes for each constituency. Most of the publication consists of samples of program materials, such as early notifications, invitations to various groups, confirmations, reminders, descriptions of college showcases, volunteer assignment sheets, publicity, sign-in sheets, newspaper coverage of the career fair, and thank-you letters and memoranda. (KC)

ED 415 419 CE 075 649

Delcourt, Jacques; Fusulier, Bernard; Debaty, Pol; Maroy, Christian
The Role of the Company in Generating Skills. The Learning Effects of Work Organisation. Belgium.
PUB DATE- 93
NOTE- 102p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.

Educational Improvement; *Educational Legislation; Educational Needs; Educational Objectives; Educational Policy; Educational Research; Employment Qualifications; *Federal Legislation; Financial Support; Hearings; Information Technology; *Labor Force Development; National Standards; Policy Formation; Program Improvement; Public Policy; *Role of Education; School Business Relationship; Secondary Education; Technical Institutes; Two Year Colleges; Urban Education; *Vocational Education; Work Experience Programs
IDENTIFIERS- Carl D Perkins Voc and Appl Techn Educ Act 1990; Congress 105th

This congressional report contains testimony examining the status of vocational assistance and its role in work force development and the Clinton Administration's views on reforming the federal investment in vocational education. Testimony was provided by two U.S. senators (James M. Jeffords, Vermont; Edward M. Kennedy, Massachusetts) and representatives of the following agencies and organizations: U.S. Department of Education; American Federation of Teachers; Vocational Education Task Force; National Center for Research in Vocational Education; Information Technology Association of America; New Urban High School Project; Clark-Theders Insurance Group; Center for Occupational Research and Development; and Office of Vocational and Technical Education of the Mississippi Department of Education. The following were among the topics discussed: the adequacy of vocational education policy and practices for the 21st century; the role of community and technical colleges in labor force development; career guidance and counseling services provided through the Perkins Act; proposed changes in the Perkins Act to streamline the vocational education system, improve it, and increase its flexibility and accountability; vocational education funding formulas and financing; school-to-work; national skill standards; business and industry views regrading the role of vocational education and skills needed for the work; work-based learning; and vocational education in urban settings. (MN)

ED 415 437   CE 075 681

Building Blocks for a California Workforce Preparation System: A Progress Report.
PUB DATE- 96
NOTE- 115p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Accountability; Business; Coordination; Education Work Relationship; Educational Cooperation; Industry; Job Training; *Labor Force Development; *Partnerships in Education; Performance Based Assessment; Postsecondary Education; Program Administration; *School Business Relationship; Secondary Education; State Programs; *Statewide Planning; *Vocational Education
IDENTIFIERS- *California

The State Job Training Coordinating Council (SJTCC) developed recommendations for a new workforce preparation system for California. Its 30 members represented industry and business, state and local government, local and community-based organizations, and the general public. Four committees that focused on four broad areas--coordination and planning, private sector involvement, performance based accountability, and governance--sought information through focus sessions, policy papers, public forums and hearings, conference, and literature review. Recommendations were produced for three issues related establish a context. The factors were then defined based upon Yalom's theory and items were generated. To test the scale, 77 college students from 3 different geographical regions--of which 33 had been in group sessions longer than 8 sessions and 27 had been in group for 5 to 8 sessions--were administered the measure. Results indicate that the items contained strong internal consistency, reflecting reliable measurements of the therapeutic principles as defined here and by Yalom. However, many of the 11 factors were found to correlate significantly with each other which may reflect overly inclusive factors or measurement errors. It is suggested that given the systematic scrutiny Yalom's theory has undergone, that the intercorrelation of therapeutic factors may not imply that the concepts are meaningless, but that they are meaningless in isolation. (RJM)

ED 415 455 CG 028 225

Terry, Brenda L.; Gerber, Sterling
An Evaluation of a High School Peer Mediation Program.
PUB DATE- 97
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Conflict Resolution; *High School Students; High Schools; *Peer Counseling; Peer Influence; Problem Solving; Program Descriptions; Program Evaluation; Program Improvement; Student Attitudes; Teacher Attitudes
IDENTIFIERS- *Peer Mediation

This article provides results about a high school's support for its peer mediation program and the effectiveness of that program. The four subject groups surveyed included faculty, students in eight home room classes, trained student mediators, and students who had used the program to resolve an interpersonal conflict. Individuals directly involved with the peer-mediation program were more satisfied with it versus those who had no direct experience. Responses from the four subject groups indicated the idea of a peer-run conflict resolution program was appealing; however, many students had not used the program over a one-year period. A possible reason cited for low program usage was a lack of information about the program. Suggestions to improve the program are listed. (Author)

ED 415 456 CG 028 226

Ruchman, Miriam Reitman; Jemmott, John B., III; Jemmott, Loretta Sweet
Intentional Teenage Pregnancy: Correlates of Children Who Want Children.
PUB DATE- 97
NOTE- 11p.; Paper presented at the Annual Meeting of the American Psychological Association (105th, Chicago, IL, August 15-19, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Blacks; *Early Parenthood; *Females; Hispanic Americans; Parent Child Relationship; *Pregnancy; *Pregnant Students; Secondary Education; Sexuality; *Student Attitudes; Unwed Mothers
IDENTIFIERS- African Americans; Latinas

This study explored the differences between African American and

Shearer, C. Branton
Development and Validation of a Multiple Intelligences Assessment Scale for Children.
PUB DATE- 97
NOTE- 16p.; Paper presented at the Annual Meeting of the American Psychological Association (105th, Chicago, IL, August 15-19, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Children; Cognitive Measurement; Construct Validity; Elementary Secondary Education; Intelligence Differences; *Intelligence Tests; *Test Construction; *Test Validity
IDENTIFIERS- *Multiple Intelligences

Since Howard Gardner proposed the theory of multiple intelligences as an alternative to the unitary concept of general intelligence, educators have been searching for an acceptable method of assessment. To help with this search, three studies that describe the development and validation of a self- (and parent-) report measure of children's multiple intelligence disposition ("The Multiple Intelligence Developmental Assessment Scales for Children") (MIDAS-for-KIDS) are reported. In the first study, a preliminary version of the instrument was administered to 49 children and 74 parents. In the second study, 170 elementary school children and parents were used to examine item response patterns and scale consistency; in-depth interviews were conducted with 13 children. The third validation study involved over 2,100 children in grades K-8 from 5 states and across a range of socioeconomic levels. Exploratory factor analysis of the final 80-item version identified an appropriate 7-factor solution. This factor structure was confirmed on the other half of the sample. Findings indicate high internal consistency estimates, inter-rater ratings, and test-retest statistics. For the most part, scale scores also correlated in expected ways with appropriate criterion variables. Multiple intelligence definitions and tentative subscales, representative MIDAS items, lists of student activities as well as schools and programs, and seven tables are appended. (RJM)

ED 415 476 CG 028 253

Shearer, C. Branton
Reliability, Validity and Utility of a Multiple Intelligences Assessment for Career Planning.
PUB DATE- 97
NOTE- 26p.; Paper presented at the Annual Meeting of the American Psychological Association (105th, Chicago, IL, August 15-19, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Cognitive Measurement; College Students; Construct Validity; Evaluation Utilization; Higher Education; *Intelligence Tests; Secondary Education; *Test Construction; Test Reliability; *Test Validity
IDENTIFIERS- *Multiple Intelligences

"The Multiple Intelligences Developmental Assessment Scales" (MIDAS) is a self- (or other-) completed instrument which is based upon the theory of multiple intelligences. The validity, their reading ability. Results indicated substantial differences in reading ability among the population both within the country and in comparison with other countries. Analysis of the Swedish data focused on three variables--education, reading ability, and reading habits. Individuals with a high educational level demonstrated better reading ability and more frequent reading activities, both at work and in leisure, than did individuals with a lower educational level. Approximately one-third of the Swedish population analyzed did not reach the level of reading ability set in the national curriculum as a goal for the end of grade nine in the Swedish compulsory school. A pilot study tested a method of researching adults' reading habits in depth by using reading diaries. From the diaries it appeared that the time individuals reserved for reading during weekdays increased substantially from the lowest to the highest level of education. Findings suggest the need for emphasis on increased opportunities of recurrent education to avoid a wider and deeper gap between individuals with high and low levels of reading ability. (Contains 65 references, and 12 figures and 20 tables of data.) (RS)

ED 415 496 CS 013 028

Bohlken, Bob
Developing Listening Competencies for Secondary School Graduates.
PUB DATE- 97
NOTE- 8p.; Paper presented at the Annual Meeting of the International Listening Association (18th, Mobile, AL, March 12-15, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *High School Graduates; High Schools; *Listening; *Listening Comprehension; Listening Comprehension Tests; *Listening Skills; Skill Development
IDENTIFIERS- International Listening Association

This paper is part of an ongoing attempt to establish listening competencies for secondary school graduates. The paper relates the specific competencies to the International Literacy Association's definition of listening (the process of receiving, constructing meaning from, and responding to spoken language and/or nonverbals) and the established types of listening (discriminative, comprehensive, therapeutic, and critical), including focus on skill, knowledge, or attitude. It lists 34 different competencies and the suggested number of applicable listening types. (RS)

ED 415 497 CS 013 029

Mustapha, Zaliha
Schemata as a Reading Strategy.
PUB DATE- 95
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Elementary Secondary Education; English (Second Language); Foreign Countries; Higher Education; Reading Comprehension; *Reading Processes; Reading Research; *Reading

By the fourth college year, only 30% of the African Americans and 70% of the Caucasians are still enrolled in college. A black female and a white female, although they had nearly identical very low SAT verbal scores, had very different levels of academic success--despite a strong writing voice and determination, the black female had completed only 39 credit hours in seven quarters and did not return to the university, while the white female is a senior and has been on academic probation only once. A similar discrepancy is found when comparing the academic experiences of "Kevin" and "Regina." Both are near graduation, but Kevin sailed through all 12 quarters, while Regina was on academic probation for three quarters, and was excluded from enrolling the following quarter. She was able to re-enroll but had to enroll in summer school and repeatedly take exit exams to be eligible for graduation. The academic experiences of these four students reveal little correlation between their verbal SAT scores or their motivation to succeed and their ability to exit remedial English classes. (RS)

ED 415 517   CS 216 164

Piper, Terry
Language and Learning: The Home and School Years. Second Edition.
PUB DATE- 98
NOTE- 368p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Case Studies; *Child Language; Developmental Stages; Early Childhood Education; Family School Relationship; *Language Acquisition; *Language Arts; Language Role; *Second Language Learning; Technological Advancement; Young Children
IDENTIFIERS- Technology Integration

About and for teachers, this book examines children's language acquisition from the time they are born throughout the years of schooling. It tracks first and second language acquisition from birth through the school years using the experiences of a number of different children to exemplify stages and sequences of development. Chapters in the book are: (1) "Why Is Language Special?"; (2) "Linguists and Language"; (3) "Learning One Language"; (4) "Learning Two or More Languages"; (5) "Stories of Second Language Learners"; (6) "Theoretical Perspectives on Language Acquisition"; (7) "Michael's Miracle"; (8) "Language and Society of Home and School"; (9) "Language and Cognitive Growth"; (10) "Schooling and Language Growth"; (11) "Language, Technology and Schooling in the 21st Century"; and (12) "Language and Learning: Reconciling the Home and School Years." Contains over 600 references. (RS)

ED 415 518   CS 216 169

McLaughlin, Maureen; Vogt, Mary Ellen; Anderson, Joanne A.; DuMez, Judy; Peter, Marian Graeven; Hunter, Alyce
Portfolio Models: Reflections across the Teaching Profession.
PUB DATE- 98
NOTE- 228p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Beliefs; Elementary Secondary Education; Models;

DESCRIPTORS- Acquired Immune Deficiency Syndrome; Agenda Setting; Copyrights; Foreign Countries; *International Communication; International Relations; Internet; Journalism; Mass Media; *Mass Media Effects; *Mass Media Role; Media Research; *News Media

IDENTIFIERS- Japanese People; *Media Coverage; Press Releases; Romance Novels

The International section of the Proceedings contains the following 16 papers: "A 'Pernicious New Strain of the Old Nazi Virus' and an 'Orgy of Tribal Slaughter': A Comparison of U.S. News Magazine Coverage of the Crises in Bosnia and Rwanda" (Melissa A. Wall); "Information Sources, Teenage Pregnancy, and Contraception Use in Kenya: Implications for HIV and AIDS Control and Prevention" (Isaac Obeng-Quaidoo, Cornelius B. Pratt, Charles Okigbo, and Waithira L. Gikonyo); "Re-Assessing America's Program of Media Assistance in a Fluid Democratic State: The Case of Zambia" (Folu Folarin Ogundimu); "Who's Setting the News Agenda on Sino-American Relations? Prestige Press Coverage from 1985 to 1993" (Robyn S. Goodman); "AFKN (American Forces Korea Network) as a U.S. Postwar Propaganda Program: A Hypothesis" (Jae-Young Kim); "The United States-China Copyright Dispute: A Two Level Games Analysis" (Krishna Jayakar); "Hegemonic Frames and International News Reporting: A Comparative Study of the 'New York Times' Coverage of the 1996 Indian and Israeli Elections" (Ritu K. Jayakar); "Development and Disjuncture on Television in India" (Divya C. McMillin); "Purchasing Involvement in South Asia: Its Relationship with Attitude toward and Beliefs about Advertising" (Jyotika Ramaprasad); "Western Romance Fiction As Urban 'English Popular Culture' in Postcolonial India" (Radhika E. Parameswaran); "Getting the News: How Japanese and American International Correspondents Choose Their Sources" (Beverly Horvit); "Fujimori Puts the 'PR' in Peru and PromPeru Leads the Way: How the President is Projecting His Administration's Neoliberal Policies" (Alan R. Freitag); "Terrorists on the Web: Propaganda and Pubic Diplomacy in Cyberspace" (Alan R. Freitag); "Television Viewing and Perceptions of the 1996 Olympic Athletes: A Cultivation Analysis" (Xueyi Chen); "Sold American: The Influence of U.S. News Consultants on Newscasts in Great Britain and Germany" (Craig Allen); and "Through the Dragon's Eyes: News of the United States in the Press Releases of the New China News Agency" (Charles Elliott). Individual papers contain references. (CR)

ED 415 537   CS 509 662

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (80th, Chicago, Illinois, July 30-August 2, 1997): Law.

PUB DATE- 97

NOTE- 384p.; For other sections of these Proceedings, see CS 509 657-676.

LANGUAGE- English

EDRS Price- MF01/PC16 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021),Reports - Research/Technical (143)

DESCRIPTORS- Access to Information; Civil Liberties; *Freedom of Information; Internet; Journalism; *Laws; Libel And Slander; Mass Media; Mass Media Effects; *Mass Media Role; *Mass Media Use; National Security

IDENTIFIERS- *Cyberspace; First Amendment; Freedom of Information Act; Legal Research; Tobacco Industry

The Law section of the Proceedings contains the following 10 papers: "Protection without a Shield: Revisiting the not only the basics but also many of the finer points of communication. The book features: (1) the five keys to successful communication; (2) how to use words and body language effectively; (3) how to communicate in the workplace and in the global market with people from different ethnic, cultural, and national backgrounds; (4) how to speak and write naturally while avoiding sexist language; (5) how to communicate with power over the telephone; (6) how to get things done in meetings; (7) how to communicate effectively from the platform; (8) how to put power into your writing; and (9) how to make effective use of television and the print media to promote your company and enhance your professional image. Pointing out that what makes the 21st century different from previous centuries is the scope of the communication challenge, the book contends that the challenge is posed at both the macro level--the "ponds and puddles" of Europe, Asia, Africa, and the Americas are now united into "one great ocean"--and the micro level--communication in the modern world is increasingly a matter of interchange among equals (the old-style authoritarian hierarchy is disappearing, and in a modern organization, communication requires finesse). The book's epilogue stresses that to inform people is to equip them for success, and that information can only be acquired through communication. (NKA)

ED 415 556 CS 509 687

Grupas, Angela
Development of a Communications Skills Resource Center at St. Louis Community College Meramec.
PUB DATE- 97
NOTE- 18p.; Paper presented at the Annual Meeting of the National Communication Association (83rd, Chicago, IL, November 19-23, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication Skills; Higher Education; Learning Strategies; Program Development; Questionnaires; *Resource Centers; *Speech Communication; *Student Needs; Student Participation; Teacher Role; Teacher Surveys
IDENTIFIERS- Faculty Attitudes; *Learning Environments; *Saint Louis Community College at Meramec MO

A preliminary study examined a project proposal to develop a Communication Skills Resource Center at St. Louis Community College at Meramec. The center would serve to help any students enrolled at Meramec to improve their oral communication skills. Currently there is no academic support service specially designed for students experiencing communication problems in the classroom. The study sought to answer four questions: (1) "What are the appropriate and valid components for such a center?"; (2) "What does the literature yield regarding such a development?"; (3) "What specific subject information should be offered at the center?"; and (4) "How would students and faculty utilize the resource center?" In addition to the observational data obtained, a preliminary proposal for the development of a Communication Skill Resource Center was distributed to all full-time communications faculty to survey their attitudes about initiating such a project in the communications department. Results indicated widespread support for the proposal. Additional survey data will need to be gathered before implementing the Resource Center, and support from other departments and the administration will be very

LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational Improvement; Elementary Secondary Education; *Excellence in Education; *Information Dissemination; Information Utilization; Outcomes of Education; Program Effectiveness; Program Evaluation; Program Implementation; Sex Discrimination
IDENTIFIERS- *Experts; *Panel Reviews

This report summarizes the proceedings of an Office of Educational Research and Improvement (OERI) sponsored meeting. The discussion and followup papers address issues related to disseminating promising and exemplary programs in conjunction with OERI's responsibilities to plan a system of expert panels. Section 1 of the report includes the minutes of the planning meeting, a summary of the themes from the discussion groups, the agenda, a list of participants, and meeting handouts. Section 2, making up more than half the report, contains the individual commissioned papers. They are: "An Overview of OERI Efforts to Develop a System to Designate and Disseminate Promising and Exemplary Products, Programs and Practices" (Susan Klein); "Expert Panels and the Dissemination of Exemplary Practices" (John Evans); "The System of Expert Panels: Reflections on the Future from Lessons of the Past Twenty Years" (M. Christine Dwyer); "Sharing the Best We've Got to Offer: Reflections on a System of Expert Panels to Designate and Disseminate Promising and Exemplary Products, Programs, and Practices (John Luczak); "Dissemination and Evaluation Issues Related to the System of Expert Panels" (Gary Borich); "The Expert Panels to be Charged with Identifying Promising and Exemplary Educational Programs: Issues and Suggestions" (Janet Carter); "Other Key Issues for Planning a System of Expert Panels: Making a Complex System Viable, Inclusive, and Fair" (Floraline Stevens); "Expert Panels and Educational Reforms: Some Perceptions Based on a Search for Promising and Exemplary Adolescent Pregnancy Programs" (Karen Bogart); "Reactions to the Expert Panel System as Piloted by OERI" (Lynn Fox); "Some Thoughts and Reflections on the OERI Expert Panel System" (Harilyn Rousso); "The Gender Equity Expert Panel: The Core Gender Equity Sub-Panel One Year Later" (Marylin A. Hulme); "Advice for Planning a System of Expert Panels" (Mary M. Wiberg); and "Lessons to be Learned from Setting Up the Gender Equity Expert Panel for Establishing a System of Expert Panels in Education" (Patricia E. Ortman). (LMI)

ED 415 576 EA 028 856

Department of Education. Fiscal Year 1999 Budget: Summary and Background Information.
PUB DATE- 98
NOTE- 139p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Budgets; *Educational Change; Educational Finance; Elementary Secondary Education; Expenditures; *Federal Government; Higher Education; *Public Education; *Public Schools; Resource Allocation; *School Funds
IDENTIFIERS- *Department of Education

For fiscal year 1999, President Clinton is requesting $31.2 billion in discretionary budget authority for the U.S. Department of Education, an increase of $1.7 billion over the 1998 level. The budget is broken down into seven program areas:

and minimizing wording on the job application); (4) job training and performance considerations (such as breaking job tasks down into small steps); and (5) other considerations, including use of an advocate and involving the individual in determining accommodations. A listing of five resources is provided. (DB)

ED 415 595 EC 306 061

Golden, Thomas P.
Working Effectively with Employees Who Have Sustained a Brain Injury. Implementing the Americans with Disabilities Act Series.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 94
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Civil Rights Legislation; Compliance (Legal); *Equal Opportunities (Jobs); Equal Protection; Federal Legislation; *Head Injuries; Job Training; *Legal Responsibility; *Neurological Impairments; Productivity
IDENTIFIERS- *Americans with Disabilities Act 1990; *Employment Accommodations (Disabilities); Reasonable Accommodation (Disabilities)

This brief paper summarizes requirements of the Americans with Disabilities Act (ADA) of 1990 related to employment of people who have a brain injury. The following topics are addressed: what is meant by a brain injury; implications of the ADA for individuals who have sustained a brain injury (such as the importance of identifying essential job functions); possible accommodations for an applicant or employee who has sustained a brain injury; and tips for on-the-job training. Accommodations are suggested for the employee selection process and for enhancing productivity on the job. In selecting an accommodation the importance of individualization is stressed, since support needs of such individuals may vary widely. A listing of seven resources is provided. (DB)

ED 415 596 EC 306 062

Dickson, Mary B.
Working Effectively with People Who Are Blind or Visually Impaired. Implementing the Americans with Disabilities Act Series.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 94
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Blindness; *Civil Rights Legislation; Compliance (Legal); Employment Qualifications; *Equal Opportunities (Jobs); Equal Protection; Federal Legislation; *Legal Responsibility; *Visual Impairments
IDENTIFIERS- *Americans with Disabilities Act 1990; *Employment

Education; Risk; State Programs; *State Standards; Toddlers
IDENTIFIERS- *Individuals with Disabilities Education Act Part H

This paper discusses how the 50 states and 7 jurisdictions that participate in the Part H program under the Individuals with Disabilities Education Act (IDEA) for infants and toddlers define "developmental delay." A table summarizes all the states' and jurisdictions' definitions and their approaches to serving children at risk of having substantial developmental delay. It identifies three categories of risk for adverse developmental outcomes used by many states: established risk, biological/medical risk, and environmental risk. It notes that many definitions address effects of multiple risk factors. The summary table lists the following for each state: level of developmental delay required for eligibility; whether at-risk infants and toddlers are served; and comments. (Contains 10 references.) (DB)

ED 415 616 EC 306 096

Liu, Kristin; Thurlow, Martha; Vieburg, Kayleen; El-Sawaf, Hamdy; Ruhland, Aaron
Resources: Limited English Proficient Students in National and Statewide Assessments. State Assessment Series, Minnesota Report 8.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Academic Standards; Definitions; *Disabilities; *Educational Assessment; *Graduation Requirements; High Schools; *Limited English Speaking; *Minimum Competency Testing; Performance Tests; Psychometrics; *State Standards; Student Evaluation
IDENTIFIERS- *Minnesota; Testing Accommodations (Disabilities)

This annotated bibliography of 66 resources was developed as part of a federally funded project in Minnesota to promote the participation of students with limited English proficiency (LEP) and students with disabilities in the Minnesota Graduation Standards. Specifically, the project is encouraging participation in the Basic Standards Exams of reading, mathematics, and written composition, and in the performance-based assessments in the Profile of Learning. This bibliography lists reference materials on accommodation issues that relate to LEP students and assessment. The bibliography is based on searches of the Psychology Literature database, the ERIC database, and the World Wide Web, as well as documents from state and national agencies and libraries. The bibliography resources are listed alphabetically by author within each of four topics: (1) LEP students in assessments and educational reform; (2) general testing issues; (3) psychometric issues in assessment; and (4) miscellaneous--such as definitions of "limited English proficient" and difficulties associated with educating LEP students. Document dates range from 1978 through 1996 with the great majority published in the 1990s. (DB)

ED 415 617 EC 306 097

Luze, Gayle Joanne
The Relationship of Intervention Acceptability and Integrity in General Classroom Interventions: Project LIFT (Looking at Intervention Factors with Teachers). Final Report.

ED 415 633 EC 306 115

Jeschke, Thomas A.
Ethnicity in Special Education: A Self-Study Guide.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 97
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Black Students; Civil Rights; Compliance (Legal); *Disabilities; Due Process; Elementary Secondary Education; Ethnic Discrimination; *Incidence; Intervention; *Minority Groups; *Racial Discrimination; Referral; School Districts; Self Evaluation (Groups); Special Education; Statistical Analysis; Student Evaluation; *Student Placement
IDENTIFIERS- *Disproportionate Representation (Spec Educ)

This self-study guide is intended to help in understanding issues of ethnicity in special education in the context of increasing interest by the federal Office for Civil Rights in the overrepresentation of minority students, especially black students, in special education classes. Part 1 provides a brief overview of the topic of disproportionate representation of minority students in special education and stresses the importance of carefully reviewing each local situation to determine reasons for apparent disparities. Part 2 offers specific suggestions on what information to gather, how to analyze it, and how to remedy problems. Guidelines are also offered for the analysis of statistical data and for review of the district's policies and procedures in five areas: general education intervention, referral, evaluation, placement, and procedural safeguards. Appended are specific directions for statistical computation of disproportionate representation of minority students in special education, a checklist for review of the five procedural areas, and a form for determining minority representation in special education by building. (Contains 25 references.) (DB)

ED 415 634 EC 306 116

Assistance and Integration: Handicapped Children and Young Persons within the Federal Republic of Germany's Education System.
PUB DATE- 97
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Behavior Disorders; *Disabilities; Early Intervention; *Educational Practices; Educational Trends; Elementary Secondary Education; Foreign Countries; Graduation Requirements; Hearing Impairments; Mental Retardation; Physical Disabilities; *Remedial Instruction; *Special Education; Special Health Problems; Speech Impairments; Visual Impairments; Vocational Education
IDENTIFIERS- *Germany

This journal issue provides a comprehensive review of the remedial school system for students with disabilities in assessment guidelines that include students with disabilities, and identifying the consequences of exclusion of students from assessments, at both the state and local levels. (Contains 18 references.) (DB)

ED 415 651 EC 306 135

Barkley, Russell A.
Understanding the Defiant Child. Videotape and Program Manual .
PUB DATE- 97
NOTE- 0p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Non-print Media (100)
DESCRIPTORS- Aggression; Behavior Change; *Behavior Disorders; Behavior Patterns; Child Development; *Child Rearing; Children; *Compliance (Psychology); Etiology; Incidence; *Obedience; *Parent Child Relationship; Personality Traits; *Resistance (Psychology)

This videotape recording and accompanying program manual are intended to provide a review of current knowledge about defiance in children, a behavior pattern that research suggests may be increasing in prevalence and that is a known precursor to serious disorders such as oppositional defiant disorder (ODD) and conduct disorder. The manual provides additional information on the following topics: (1) degrees of noncompliance/defiance; (2) the prevalence of defiant behavior or ODD; (3) the importance of defiant behavior (due to high levels of family conflict, situational pervasiveness of defiance, destructive effects on family social ecology, the developmental persistence of defiant behavior, and defiance as a predictor of diverse negative developmental outcomes); (4) important aspects of the interactions of defiant children with their parents due to the behavior's purpose as a means of avoiding parental demands; and (5) causes of defiance in children (impaired child and family management practices, temperament of the child, temperament of the parents, and setting and stress events). An appendix includes a form for evaluating developmental and medical history and a rating scale for parents. A listing of national organizations providing parent training groups for ODD is attached. (Contains 20 references.) (DB)

ED 415 652 EC 306 136

Barkley, Russell A.
Managing the Defiant Child: A Guide to Parent Training. Videotape and Program Manual .
PUB DATE- 97
NOTE- 0p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Non-print Media (100)
DESCRIPTORS- Aggression; *Behavior Change; *Behavior Disorders; Behavior Modification; Behavior Patterns; *Child Rearing; Children; *Compliance (Psychology); Contingency Management; Elementary Secondary Education; Etiology; Incidence; Intervention; *Obedience; *Parent Child Relationship; Parent

SPONS. AGENCY- Environmental Protection Agency, Washington, DC. Office of Radiation and Indoor Air.
PUB DATE- 96
NOTE- 97p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Research/Technical (143)
DESCRIPTORS- *Building Design; *Decision Making; *Dining Facilities; Educational Environment; *Educational Facilities Design; Educational Facilities Improvement; Elementary Schools; Elementary Secondary Education; Food Handling Facilities; Food Service; Lunch Programs; *Models; Public Schools; School Buildings; Secondary Schools
IDENTIFIERS- Maryland

The purpose of this manual is to suggest strategies for identifying components that must be addressed to create and develop a successful food service and nutrition facility. It focuses on the process involved in creating such facilities, and it provides an overview of the planning phase, design and construction, and educational specifications. When designing school dining, serving, and kitchen areas, it is recommended that planners pay attention to adjacency considerations and activities, dining environment, meal periods and seating requirements, stocking considerations, serving areas, and kitchen areas. Five prototypical kitchen and serving area plans and equipment schedules are introduced, including high school food courts, as well as models for elementary and middle schools. Equipment is an important component of any design program, and advice on equipment selection, receiving equipment, storage equipment, preparation equipment, mobile equipment, serving line equipment, sanitation equipment, and ventilation equipment are provided. General design considerations, along with site design and regulatory considerations for school food, are detailed. Area guidelines for determining space requirements for the five prototypical food service program designs are also featured. (RJM)

ED 415 671 FL 024 434

Noguchi, Mary Goebel
The Bilingual Parent as Model for the Bilingual Child.
PUB DATE- 96
NOTE- 19p.; Separately printed reprint of journal article.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Research/Technical (143)
DESCRIPTORS- *Bilingualism; Child Language; *English (Second Language); Foreign Countries; Interpersonal Communication; Japanese; Language Patterns; *Language Role; Language Teachers; *Parent Child Relationship; *Parent Influence; Professional Associations; *Second Languages; Surveys
IDENTIFIERS- Japan

A survey investigated how language management strategies used by bilingual families could create family communication problems. The study was inspired by experience with bilingual families in which rigid adherence to a language policy appeared to impede communication. Respondents were 83 members of a special interest group on bilingualism within a Japanese language teacher's association. The survey explored respondent familiarity with the "one person-one language" strategy in

The Typology and Dialectology of Romani.
PUB DATE- 97
NOTE- 260p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Contrastive Linguistics; Descriptive Linguistics; Foreign Countries; *Grammar; *Language Patterns; *Language Typology; *Language Variation; *Linguistic Borrowing; Mass Media; Morphology (Languages); *Regional Dialects; Syntax; Uncommonly Taught Languages
IDENTIFIERS- Hungary; Macedonia; *Romany; Slovakia

Papers on typology and dialects of the Romani language include: "Athematic Morphology in Romani: The Borrowing of a Borrowing Pattern" (Peter Bakker); "Towards a Morphology-Based Typology of Romani" (Viktor Elsik); "The Typology of Case Relations and Case Layer Distribution in Romani" (Yaron Matras); "Object Doubling in Romani and the Balkan Languages" (Vit Bubenik); "Suppletive Forms of the Romani Copula: 'ovel/avel" (Norbert Boretzky); "Causatives in Slovak ad Hungarian Romani" (Milena Hubschmannova, Bubenik); "The Romani Dialect of the Rhodopes" (Birgit Igla); "The Dialect of the Basket-Weavers (Sepecides) of Izmir" (Petra Cech, Mozes F. Heinschink); "Linguistic Form and Content in the Romani-language Press of the Republic of Macedonia" (Victor A. Friedman); and "George Borrow's Romani" (Ian F. Hancock). Contents are indexed. (MSE)

ED 415 691 FL 024 999

Griffee, Dale T., Ed.; Nunan, David, Ed.
Classroom Teachers and Classroom Research. JALT Applied Materials.
PUB DATE- 97
NOTE- 151p.; For individual articles, see FL 025 000-011.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Annotated Bibliographies; *Classroom Research; *Classroom Techniques; Ethnography; Foreign Countries; Higher Education; Interviews; Literature Reviews; Proposal Writing; Qualitative Research; Questioning Techniques; Research Design; *Research Methodology; Research Proposals; Second Language Instruction; Second Language Programs; *Second Languages; Statistical Analysis; Students; Surveys; Teacher Role

This collection of papers leads classroom language teachers through the process of developing and completing a classroom research project. Arranged in four sections, they include: "Language Teaching and Research" (David Nunan); "Where Are We Now? Trends, Teachers, and Classroom Research" (Dale T. Griffee); "First Things First: Writing the Research Proposal" (Martin White, Diane White); "Literature Reviews: Obtaining Perspective" (Paul Riley); "Designing a Language Study" (James Dean Brown); "Methods for the 'Research Challenged'" (Robert Homan, Chris Poel); "Action Research: Something for Everyone" (Greg Hadley); "Students as Ethnographers" (Linda Donan); "Designing Surveys for Language Programs" (Brown); "Bare Minimum Knowledge for Understanding Statistical Research Studies" (Nagata Hiroto); "In-Depth Interviewing as Qualitative Investigation" (Marilyn Books); and "Teachers and Research: An Annotated Bibliography" (Griffee). MSE)

ED 415 692 FL 025 000

Nunan, David
Language Teaching and Research.

understanding; and chapter 8, classification of these occurrences. The final chapter draws conclusions from the preceding discussion, comments on the language immersion situation, and discusses further directions for research. Contents are indexed. Contains 197 references. (MSE)

ED 415 713 FL 025 022

Onwuegbuzie, Anthony J.; Bailey, Phillip; Daley, Christine E.
Foreign Language Anxiety among College Students.
PUB DATE- 97
NOTE- 9p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Memphis, TN, November 12, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Age Differences; Anxiety; College Freshmen; College Sophomores; *College Students; *Communication Apprehension; Competition; Educational Attitudes; Higher Education; *Knowledge Level; *Language Attitudes; Personality Traits; Predictor Variables; *Second Language Learning; Second Languages; Self Concept; Self Esteem; Stress Variables; Student Attitudes; Student Characteristics

This study investigated predictors of foreign language anxiety in 210 university students enrolled in French, Spanish, German, and Japanese language courses. Several instruments were used to gather information on student characteristics, study behaviors, attitudes, and language anxiety experience during the fourth week of the semester. Results revealed that 14 variables (gender, age, academic achievement, semester course load, prior history of visiting foreign countries, high school experience with foreign languages, expected grade for current language course, perceived intellectual ability, perceived scholastic competence, perceived appearance, perceived self-worth, cooperativeness, value placed on competitive learning, academic locus of control) contributed significantly to prediction of foreign language anxiety. Freshmen and sophomores reported the lowest levels of anxiety, and levels increased linearly as a function of year of study. Implications of the findings for understanding language anxiety and for classroom teaching and learning are discussed. Contains 13 references. (MSE)

ED 415 714 FL 025 023

Van Houten, Jacqueline
The Role Foreign Language Texts Play in Limiting Communication and Understanding.
PUB DATE- 97
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication Problems; *Cultural Pluralism; Foreign Countries; French; *Instructional Materials; *Intercultural Communication; Introductory Courses; Language Research; Second Language Instruction; Second Languages; Secondary Education; Social Class; *Textbook Content; Textbooks
IDENTIFIERS- Non European Francophone Areas

Four first-year secondary school commercial French textbooks were

Perception; School Counseling; Student Adjustment; Student Characteristics; Student Development; *Student Needs; Student Personnel Services; Student Personnel Workers; *Student Welfare; Teacher Student Relationship; *Tutors; Young Adults
IDENTIFIERS- Great Britain

This book is an exploration of personal tutoring, addressed mainly from the point of view of British higher education, examining it from a practical approach based on commonly encountered student problems and their treatment. The major focus is on providing practical guidance for tutors with a variety of previous experiences and backgrounds, and each chapter offers a variety of specific situations and examines how they were handled. The first chapter discusses the role of the personal tutors and how they fit into the university academic setting, discusses why students need personnel tutors, and notes how some of the current trends in higher education impact upon their role. Subsequent chapters discuss counseling and listening skills, adolescence, student academic difficulties and study skills, mature and postgraduate students, tutoring students from culturally different backgrounds, the personal tutor as part of the pastoral care system, and the process of change in higher education. A final chapter focuses on the resources available and the skills required to become an effective personal tutor A resource directory of sources of help for students and staff is appended. (Contains 19 references.) (JLS)

ED 415 733 HE 030 831

Bland, Carole J.; Bergquist, William H.
The Vitality of Senior Faculty Members. Snow on the Roof-Fire in the Furnace. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 4p.; For the full report, see HE 030 832.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adult Development; *Aging in Academia; *College Faculty; *Faculty College Relationship; *Faculty Development; Higher Education; Individual Development; Older Adults; *Productivity; *Tenured Faculty; Trend Analysis; Vocational Maturity
IDENTIFIERS- ERIC Digests

This digest of a larger report with the same title uses a question-and-answer format to examine the productivity of senior faculty members at institutions of higher education. It reviews issues related to the aging of full-time faculty at a time when many institutions are undergoing major changes and restructuring. It reports data suggesting that productivity of senior faculty does not decline but instead changes focus. Distinctive assets and needs of senior faculty are identified, including their confidence in their teaching and research skills, commitment to their institutions, and knowledge of the academic enterprise. Factors that can ensure a vital senior faculty are discussed, both in terms of intrinsic factors (such as socialization, subject knowledge, and a vital network of colleagues) and extrinsic factors (such as institutional goals, reliability over the entire age range estimated at .79. Questionnaires and interviews with participating faculty revealed a greater understanding of students' need for support in developing critical thinking skills and increased awareness of ill-structured problems in their disciplines. Appended are the reflective thinking measure, the accompanying technical manual, and the workshop evaluation form. (DB)

ED 415 752 HE 030 896

Thoeny, A. Robert
Project Bridge: Linking the Undergraduate Curriculum with Graduate Studies and Careers in Public Administration for Minorities.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.; Kellogg Foundation, Battle Creek, MI.
PUB DATE- 93
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Black Students; College Curriculum; Extracurricular Activities; Graduate Study; Higher Education; Internship Programs; Mentors; Minority Groups; Program Effectiveness; *Public Administration; Public Service Occupations; Self Esteem; *Student Recruitment; Test Coaching; Undergraduate Study
IDENTIFIERS- Graduate Record Examinations; *Tennessee State University

This project at Tennessee State University (Nashville) attempted to enlarge the pool of qualified and motivated undergraduate black students for graduate study leading to a public service career. The project served three consecutive cohorts of black students entering the upper division of their undergraduate program; it emphasized curricular and extracurricular activities, including: standardized test preparation; an internship program; individual counseling and mentoring; and activities to enhance students' self-image and increase their awareness of public service careers, to inform them of educational opportunities at the graduate level, and to ease transition from undergraduate to graduate studies. Specifically, the program offered two special courses on use of computers in organizations and statistical applications; preparation for the Graduate Record Examinations (GRE); integration with graduate students in two seminars; a summer internship program in government and nonprofit agency jobs; and individual mentor relationships. Evaluation indicated that 76 percent of participants were admitted to graduate study or professional schools; that internships, mentoring, and test preparation materials and courses were well-received; however, enrollment in the two special courses and the two graduate seminars was disappointing. Results suggest that the extracurricular aspects of the projects were more effective than the curriculum innovations. Samples of project materials are appended. (DB)

ED 415 753 HE 030 897

Papa, Frank; Shores, Jay
Expert Systems Based Clinical Assessment and Tutorial Project.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 92

data from 1987-96 for the system and for individual institutions, as well as detailed enrollment data for fall 1996. A table summarizing continuing education activities is presented for the first time. Chapter 2 provides data on degrees conferred by program, institution, and gender. Chapter 3 provides data on faculty characteristics, including rank, highest degree held, age, tenure status, salary, and gender. Chapter 4 provides fiscal data, including total operating and capital expenditures, educational and general revenues, other revenue and expenditures, and student fees. (BF)

ED 415 771 HE 030 917

Merriam, Sharan B.
Qualitative Research and Case Study Applications in Education.
  Revised and Expanded from "Case Study Research in Education."
PUB DATE- 98
NOTE- 275p.; For the previous edition, see ED 299 914.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For
  Practitioners) - General (050)
DESCRIPTORS- *Case Studies; Data Analysis; Data Collection;
  Evaluation Methods; Field Interviews; Field Studies; Higher
  Education; Literature Reviews; *Qualitative Research;
  Reliability; *Research Methodology; Validity

This book offers a resource guide for qualitative researchers in education, discussing data collection techniques, data analysis, reporting, and the issues of validity, reliability, and ethics. Part 1 reviews the nature and design of qualitative research; it discusses various types of qualitative research (including case studies), and how to design a qualitative study, including problem formation and sample selection. Differentiating case study techniques from other qualitative approaches, the book discusses concepts, theories, and techniques taken from anthropology, history, sociology, and psychology. Part 2 covers the collection of qualitative data; chapters cover conducting effective interviews, being a careful observer, mining data from documents, and the interactive nature of data collection in case studies. Part 3 covers the analysis and reporting of qualitative data, and discusses analytic techniques and data management, levels of analysis, the increasing role of computers, and strategies for dealing with validity, reliability, and ethics. A final chapter looks at writing up research results, with emphasis on the particular requirements of the case study report. (Contains approximately 325 references.) (BF)

ED 415 772 HE 030 918

Study in the Netherlands. A Small Country with Great Potential.
  Europe Edition. 1997-1998.
PUB DATE- 97
NOTE- 111p.; For the 1996 edition, see ED 402 810
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-
  Classroom Use (For Administrative and Support Staff, and for
  Teachers, Parents, Clergy, etc. in Non-Classroom situations)
  (055),Reference Materials - Directories/Catalogs (132),Reports -
  Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Housing; College Students; *Dutch Culture;
  Foreign Countries; Foreign Students; Higher Education;
  *International Educational Exchange; Program Descriptions;

the National Science Foundation, and is organized in four sections: (1) demographic and economic data (population, income, employment); (2) enrollment (in two-year and four-year institutions, by level of study, residence, and migration by state); (3) institutions and finance (current fund revenues and expenditures, institutional size and region, faculty and staff, and student data, including minority and gender distribution and costs); and (4) earned degrees (associate, Bachelor's, first-professional, Master's, and doctoral degrees, percentage of earned doctorates awarded to women by field of study, and degrees conferred in business and management). Each section is preceded by a highlights section and all data tables are accompanied by a chart or graph illustrating direction of change for the period covered. Two additional highlight sections provide demographic and economic, enrollment, and degrees earned data for minorities and women in higher education. A guide to sources is appended. (CH)

ED 415 790 HE 030 936

Stoddard, Eve W.
Cultural Encounters at St. Lawrence University. Final FIPSE Report.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 95
NOTE- 33p.; Portions printed on colored paper.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Faculty; College Students; Consciousness Raising; *Cross Cultural Training; *Cultural Awareness; Cultural Interrelationships; Curriculum Development; Curriculum Enrichment; *Faculty Development; Foreign Countries; Foreign Culture; Higher Education; *Inservice Teacher Education; Intercultural Communication; *International Programs; *Multicultural Education; Simulation; Study Abroad; Workshops
IDENTIFIERS- India; Kenya; Saint Lawrence University NY

This final report of a three-year project at Saint Lawrence University (NY), entitled the Cultural Encounters Project, details a faculty and curriculum development project that focused on particular issues in global or international studies. The project grew out of the so-called "cultural wars," or clash between those who sought to retain an exclusive focus on western civilization and those who sought inclusion of nonwestern and multicultural topics in the curriculum. This faculty seminar was initially planned to continue for 2 years; it included field study in Kenya and India and focused on developing a model of studying and representing cultures through their patterns of interaction and change over time. The seminar proved so successful that it was continued for a third year, and is projected to continue for another year. A total of 25 faculty members have participated over the three years of the program, during which 12 cultural encounters courses were created and taught. The program is also being offered on a pilot basis to three entering classes of student as an alternative general education track. Sample curricular guidelines and course descriptions are appended. (JLS)

ED 415 791 HE 030 937

Beach, Ruth
Multicultural Learning at Home and Abroad.

Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Computer Software Development; *Courseware; *Distance Education; Instructional Design; Military Training; Multimedia Instruction; Pilot Projects; *World Wide Web

The rapid advancement of communication technologies is resulting in a wide array of design and development choices for distance learning projects. The 58th Special Operations Wing at Kirtland Air Force Base, New Mexico, is developing a prototype distance learning project designed to serve geographically separated learner populations. Project staff are designing, developing, and implementing a prototype transportable process for transmitting interactive multimedia curriculum instruction over the World Wide Web to geographically distant locations. This curriculum strategy uses standard computer-based hardware and commercial off-the-shelf authoring and playback software and hardware. Course and lesson content include use of compressed video, digital audio, and graphic animation to deliver instruction and solicit interactive feedback. Among the problems encountered are the amount of time needed to code each frame of courseware and accommodating changes in website addresses. Lessons learned include the following: (1) investment in initial design is crucial; (2) careful consideration of content is necessary due to bandwidth and connection limitations; and (3) not all lessons can be adequately converted to web-based training. (KC)

ED 415 346   CE 075 443

Snydar, Sean
Training over the Intranet--A Shockwave Case Study.
PUB DATE- 97
NOTE- 7p.; Paper presented at the Interservice/Industry Training, Simulation and Education Conference (19th, Orlando, FL, December 1-4, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Authoring Aids (Programming); Case Studies; *Computer Assisted Instruction; Computer Uses in Education; *Corporate Education; Courseware; *Delivery Systems; Equipment Maintenance; Industrial Training; Instructional Development; Multimedia Instruction; Postsecondary Education; Technical Education; *World Wide Web
IDENTIFIERS- *Boeing Company; *Intranets

This case study explains how the Boeing Company has used the World Wide Web to deliver flight and maintenance computer-based training (CBT) that was originally created on a Macintosh computer and converted to Windows format. The case study begins with a brief discussion of the advantages of using corporate and institutional internal networks (intranets) to deliver multimedia-rich CBT. Presented next is basic information about the authoring software (Authorware 4.0 and Shockwave for Authorware) used to develop Boeing's courseware and the relatively small UNIX server that is currently being used to using to deliver ("serve") the CBT. Special attention is paid to storing Shockwave for Authorware files and configuring a web server for their delivery. The remaining sections of the case study detail the solutions used by Boeing to overcome the following challenges of delivering CBT in an intranet environment: extensive use of content libraries, external text files, full audio, large bitmap graphics, and numerous animations. The solutions described confirm that, with proportions of training over any 4-week period rose from 10.8 percent in 1985 to 15.2 percent in 1994. Closer analysis indicates that, spread over all employees, average time spent on off-the-job training was 39 minutes per week per employee in 1985 and 40 minutes in 1994. Use of proxy interviewing techniques makes reliability of the participation rate questionable. Current surveys provide little useful information about trends in training quality and none about trends in training sponsorship. Proposed typologies of training are based on training quantity, quality, and sponsorship. To develop this proposition, two surveys have been conducted--one focused on individuals, the other on employing organizations--to examine the quantity and quality of employee training in Britain and show the occurrence of much undetected training through teach-yourself methods. The individual survey included interviews with a random sample of 1,539; the employer survey received responses from 149 of 742 large employers and 313 of 1,570 small employers. Findings indicated the following: 34 percent of training is certified; over 80 percent of employees believe they are getting transferable skills; 63 percent of employers fully fund training; the majority of employees felt the aim of training was to improve their skills for doing their job; and relatively few felt their mobility would be affected by their training. An appendix contains key survey questions. Contains 20 references. (YLB)

ED 415 364 CE 075 530

Saturnelli, Annette Miele
Educator's Guide to Workplace Simulations. School to Work.
SPONS. AGENCY- New York State Education Dept., Albany. Office of Workplace Preparation and Continuing Education.
PUB DATE- 97
NOTE- 82p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Check Lists; Classroom Techniques; Competence; Competency Based Education; *Education Work Relationship; Elementary Secondary Education; Employment Qualifications; *Experiential Learning; Instructional Development; Learning Activities; Partnerships in Education; School Business Relationship; *Simulation; Standards; Teaching Methods; *Vocational Education; *Work Experience
IDENTIFIERS- New York; Secretarys Comm on Achieving Necessary Skills

This guide is intended to help educators understand, develop, and implement workplace simulations for students in grades K-12. The introduction examines the role of simulation in integrated school-to-work programs. Discussed first are the following aspects of the workplace simulations model on which the simulations are based: educational premises (learning standards and Secretary's Commission on Achieving Necessary Skills, contextualized instruction, constructivist theory); principal characteristics (active student participation, essential business involvement, array of work experiences); and types of simulations (multi-district simulations and simulations confined to a district, school, or classroom). The next three sections explain the following: advantages of workplace simulations for schools, students, and teachers; considerations in designing workplace simulations (key components, action steps, appropriate schedules); and strategies for involving others in workplace simulations. Concluding the guide are plans to market services. Employers held negative images of government. Indiana, Massachusetts, Michigan, North Carolina, and Wisconsin were developing demand-side, market-based work force systems more responsive to employer needs than traditional programs. Third-party intermediaries, networks, and consortia arrangements held promise. Employers lacked awareness and good information. A proposed approach to employer engagement has would include the following: putting them first, providing basic services, targeting them for specialized services, conducting market research, developing marketing and sales strategies, meeting their education and training needs, and developing economic relationships with them. An action plan focused on what state government could do to promote employer engagement. (Appendixes contain 45 references and employer interview guide.) (YLB)

ED 415 382 CE 075 561

King, Christopher T.; McPherson, Robert E.
Evaluation Action Plan for the Texas Workforce Development System. Revised.
SPONS. AGENCY- Texas State Council on Workforce and Economic Competitiveness, Austin.
PUB DATE- 97
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Accountability; Adult Education; Cost Effectiveness; *Employment Services; Evaluation Criteria; Evaluation Methods; Instructional Systems; Job Training; *Labor Force Development; Outcomes of Education; Postsecondary Education; Program Effectiveness; *Program Evaluation; Secondary Education; *State Programs; Statewide Planning; *Systems Approach; Vocational Education
IDENTIFIERS- *Texas

Texas is shifting to an integrated, systems-oriented approach to providing work force services for its residents and employers in which all services are guided by a single mission and vision. Implementation strategies are clearly focused on achieving common results. Accountability means being able to ensure taxpayers, residents, employers, and society that public investments are being prudently managed and yielding positive returns. The current accountability system for Texas work force development services can be characterized as follows: largely programmatic and categorical; driven for the most part by federal legislative and regulatory requirements; focused primarily on performance management rather than evaluation; founded upon an artificial and inappropriate distinction between systems and program goals; suffering from roles/relationships confusion among the major state work force partners; disproportionately focused on process not outcomes or impacts; emphasizing participant results to near total exclusion of employer-oriented measures and management or evaluation mechanisms; ad hoc evaluations whose findings have been poorly integrated into policy decision making; and very uneven across various programs and agencies. Steps recommended to move towards a systems evaluation approach to accountability are organized into three phases to be taken before June 30, 1997; from July 1997-June 1999; and from July 1999-June 2001. Major tasks, actors with responsibility, and timelines have been identified. (Contains 41 references.) (YLB)

ED 415 383 CE 075 562

structure and sustain STW after federal funding ceases. Federal supporting activities include the following: technical assistance; building linkages with education, employers, and organized labor; support in serving every student; and public awareness strategies. Future needs are to increase parental involvement, support growth of employer participation, ensure state commitment, and serve out-of-school youth. (YLB)

ED 415 401 CE 075 609

Moore, Mary T.; Myers, David E.; Silva, Tim
Addressing Literacy Needs at Work. A Profile of Institutions, Courses, and Workers in the National Workplace Literacy Partnerships.
SPONS. AGENCY- Department of Education, Washington, DC. Planning and Evaluation Service.
PUB DATE- 97
NOTE- 170p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Adult Literacy; Basic Skills; Evaluation Methods; Interpersonal Competence; *Labor Force Development; *Literacy Education; Outcomes of Education; Participant Satisfaction; *Partnerships in Education; Problem Solving; Program Effectiveness; Program Evaluation; School Business Relationship; Tables (Data); Unions; *Workplace Literacy
IDENTIFIERS- *National Workplace Literacy Program

Descriptive data were collected on 45 workplace literacy partnerships during a national evaluation of the effectiveness of workplace literacy programs (WPL) funded by the National Workplace Literacy Program. Findings indicated the following: on average, partnerships consisted of 8 partners; about 60 percent were business or industry; 20 percent were education institutions; and fewer than 10 percent were unions. The most common activities partners engaged in were attending advisory meetings, monitoring program services, and recruiting learners. The most common reason for instituting a WPL program was to reduce errors and waste; the most common activity was providing instructional materials. Of 2,113 courses offered, 86 percent were held where participants worked; most were scheduled during normal work hours. The most common course emphasis was basic skills/literacy, with problem solving/reasoning and communication often incorporated. About 60 percent used a team-learning approach and workplace documents and displays. A wide range of assessment methods was reported. Course characteristics differed by employer and worker clientele. Instructors typically had numerous other responsibilities. About 37 percent of learners who completed at least one course had been given more job responsibility and about 17 percent received a pay raise. About one-third reported their education or career goals changed; substantial percentages planned to take other courses. (Appendixes contain 15 references, data analysis and tables, and data forms.) (YLB)

ED 415 402 CE 075 610

Silverberg, Marsha K.; Hulsey, Lara K.; Hershey, Alan M.
Heading Students towards Career Horizons. Tech-Prep Implementation Progress, 1993-1995.
SPONS. AGENCY- Department of Education, Washington, DC. Planning and Evaluation Service.

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Case Studies; Educational Development; Foreign Countries; *Job Skills; *Job Training; *Organizational Change; Postsecondary Education; Secondary Education; *Skill Development; Vocational Education; Work Experience
IDENTIFIERS- *Belgium

Changes in the organization of work and production and in the management and structure of firms have an effect on the development of jobs and the segregation between certain trades and occupations. This macrocontext is a determining factor in the development of training and the acquisition of skill in Belgium. The Flemish region demonstrates the most positive results in terms of current economic, scientific, and technical restructuring; the situation in the Walloon and Brussels regions is decidedly less positive. Belgium has introduced alternance training for youth under age 18. Those over 18 have a wide choice in postsecondary training courses. Results of case studies of three companies in the Dutch community and two in the French community show considerable contrast between the two communities. Work remains very segmented, except at one company in the Dutch community where the division of labor seems to be more imaginative. The two companies in the French community show that division of labor according to work position has been abolished and there is a move toward versatility for the operations. An analysis of the findings indicates the following: the focus should be on forms of work organization that encourage work force training and skill development; planning and methodology are necessary to understand the complexities of the new training situations developing in businesses; and competencies acquired at the workplace should be recognized. (Contains 35 references.) (YLB)

ED 415 420 CE 075 650

Avery, Maria-Paz Beltran
The Medical Interpreter Training Project.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 95
NOTE- 138p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Bilingualism; Cambodians; Certification; *College Programs; *Interpreters; *Medical Services; *Outcomes of Education; Program Development; Program Effectiveness; Program Implementation; Spanish Speaking; *Translation; Two Year Colleges

The Medical Interpreter Training Project, created as a collaborative effort of Northern Essex Community College (Massachusetts), private businesses, and medical care providers in Massachusetts, developed a 28-credit, competency-based certificate program to prepare bilingual adults to work as medical interpreters in a range of health care settings. Participation in the program was targeted to two major linguistic groups in the area: Spanish- and Khmer-speaking adults. The first college-level program in the United States, the Medical Interpreter Certificate Program is organized around three essential areas of knowledge and skills that a medical interpreter must have: skills in spoken language interpretation, multicultural perspectives, and medical content. The pilot group of about 20 students were all placed

to coordination and planning: funding, priorities, and access. Recommendations to ensure private sector involvement were detailed in a strategic outreach plan. SJTCC developed a performance-based accountability system that could compile, maintain, and disseminate information on provider performance, programs, and the workforce preparation system. Creation of the California Workforce Preparation Council was recommended. Recommendations regarding service delivery were made for new mechanisms in One-Stop Vision and School-to-Career State Plan. Next steps were identified for the four areas. (Appendixes include a 14-item bibliography, acronym list, recommendations for the four areas, and comments and responses from the Board of Governors of the California Community Colleges and State Board of Education.) (YLB)

ED 415 438 CE 075 687

Wearne, Chris
Car Costs. Six Units of Maths around the Theme of Car Ownership.
SPONS. AGENCY- Adult, Community, and Further Education Board, Melbourne (Australia).
PUB DATE- 97
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Basic Education; Adult Literacy; Arithmetic; Basic Skills; Budgeting; Budgets; *Driver Education; Foreign Countries; Instructional Materials; Learning Activities; Literacy Education; *Mathematics Instruction; *Money Management; *Motor Vehicles; *Numeracy; Units of Study
IDENTIFIERS- Australia

This curriculum material is designed to be used effectively in any adult literacy and basic education program to develop numeracy skills in learners with an interest in cars. This flexible course consists of six units. It can be taught as a short course, units can be taught individually, and units can be taught in any sequence. Each unit is divided into two sessions, each taking approximately 2 hours. Each unit includes an overview of the unit and the sessions, a list of the materials required for each session, activities, and handouts. Activities contain two different types of information: notes for the teacher and suggestions of what the teacher could say to the learner. At the end of each session, learners are asked to spend a few minutes evaluating the session and discussing any concerns they have about the session and if it is meeting their needs. A student evaluation sheet is included in Handout 4 in Unit 1 and should be used by the learners at the completion of each session. Unit titles are Getting Started; Buying a Car; How Much; Keeping Your License; Paying for a Car; and Running Costs. The booklet concludes with a teacher's checklist for each student. (YLB)

ED 415 439 CE 075 688

Connolly, Brid, Ed.; Fleming, Ted, Ed.; McCormack, David, Ed.; Ryan, Anne, Ed.
Radical Learning for Liberation. Maynooth Adult and Community Education Occasional Series Number 1.
PUB DATE- 96
NOTE- 86p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

Latina female adolescents who desire to become pregnant and those who do not. Five hundred and thirty-one sexually experienced, never pregnant adolescents completed surveys containing questions about demographics, sexual behavior and contraceptive use, sexual and contraceptive behavioral intentions, attitudes toward condoms and birth control, substance use, quality of mother-daughter relationship, and mother-daughter communication about sexual issues. Medical and self-report data regarding pregnancies in the subsequent 6 months was also obtained. Adolescents who desired pregnancy had sex more frequently, engaged in more unproteccted sex, and became pregnant in the following 6 months at a higher rate. They were significantly more likely to have poor relationships with their mothers, fewer siblings, and higher rates of substance use. The results suggest the importance of a family systems approach to studying intentional teenage pregnancy. (Author)

ED 415 457 CG 028 228

Ponec, Debra L.
African-American Females: A Theory of Educational Aspiration.
PUB DATE- 97
NOTE- 32p.; Paper presented at Symposium on African Americans and Their Great Plains Experiences (Lincoln, NB, February 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Aspiration; Adolescents; *Black Students; Educational Attainment; *Females; Goal Orientation; High Schools; Higher Education; Student Attitudes; *Student Educational Objectives
IDENTIFIERS- *African Americans; *Educational Goals Assessment

Although 76% of African-American students graduate from high school, only 25% of these graduates enter institutions of higher education. A systematic analysis of the aspirations among African-American females for post-high-school education was conducted. Initial portions of the study focused on characteristics of support in the areas of familial assistance, academic preparation, college and career counseling, and self image issues. African-American females (N=21), in either their junior or senior year of high school, participated in the study; a total of 76 interviews were conducted. Results indicate that aspiration is a difficult concept to define, being based in each young woman's experience and context. Some similarities, however, were apparent regarding the influence of role models, self-understanding, and participation in academic, college and career counseling services, or community activities. These similarities are encompassed in a theory of education aspiration which describes the influence of role models, the realization of selfhood, and the promotion of preparedness in understanding these women's educational goals. The participants made recommendations for educators, peers, parents, and community members for fostering African-American women's educational advancement. (Contains 45 references.) (RJM)

ED 415 458 CG 028 229

Yazak, Daniel L.
Chronic Illness and School to Work Transition.
PUB DATE- 98
NOTE- 15p.
LANGUAGE- English

reliability, and utility data regarding the MIDAS are reported here. The measure consists of 7 main scales and 24 subscales which summarize a person's intellectual disposition. It is appropriate for adolescents and adults and may be group administered via self-completion, or administered individually as a structured interview. The questions inquire about activities of everyday life that require cognitive ability, involvement, and judgment. This paper reviews the test's applications, its development, its reliability and validity, and its applicability in career exploration. Next, a study that involved 98 college students who were enrolled in career exploration classes is described. Results show that a strong majority of the students reported that the MIDAS Profile was beneficial and almost three-fourths of the students reported that they learned new information about their skills and abilities from the Profile. It is reported that the MIDAS provides information that is useful for increasing self-awareness especially regarding skills and abilities. The MIDAS possessed adequate reliability and validity as a self-report measure of a person's multiple intelligences disposition. Contains 16 references, a description of multiple intelligence scales, and 17 tables. (RJM)

ED 415 477   CG 028 276

Chambliss, Catherine
When Couples Divorce: Issues for Counselors.
PUB DATE- 98
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Counseling Objectives; Counseling Psychology; Counseling Techniques; *Divorce; Family Problems; Marital Instability; Marital Satisfaction; *Marriage Counseling; Sex Differences; *Social Influences
IDENTIFIERS- *Couple Therapy; Divorce Mediation; Monogamy

Couples counseling is about both saving and optimally ending relationships. Some of the factors affecting the counselor's role in couples therapy are addressed in this paper. It opens with a listing of the objectives of counseling, such as the need to remain neutral. Some of the societal influences on divorce rate are discussed, along with suggestions for helping clients reframe their conception of divorce. Such reframing may include looking at how divorce runs in families, whether it is selfish to question relationships in midlife, the reality of single-parent and second families, ex-spouses, and blended families. Four process steps to improved divorce management are offered. The acceptance of divorce, it is claimed, does not mean people have lost faith in love or long-term relationships. It looks at reasons why women are less likely to remarry following divorce, shifting attitudes toward divorce, the trend to defer divorce, hostile environments that produce cautiousness. Also covered are issues of legislating long-term relationships, those situations in which couples "stay together for the kids," and some of the advantages of serial monogamy. A list of divorce-related facts is included. (RJM)

ED 415 478   CG 028 277

Doran, Matt; Simonin, Danielle; Morse, Laura; Smith, Allyson; Maloney, Colleen; Wright, Cara; Underwood, Michelle; Hoppel, Andrea; O'Donnell, Shannon; Chambliss, Catherine
The Asymmetrical Quality of Psychological Internet Resources for

Strategies; *Schemata (Cognition)
IDENTIFIERS- *Schema Theory; *Text Processing (Reading)

Reading is a multileveled, interactive, and hypothesis-generating process in which readers construct a meaningful representation of text by using their knowledge of the world and of language. If reading involves grasping the significance of an input depending on the reader's mental cognitive-perceptual situation, then there is a form of background knowledge which is excited every time reading takes place. The most common form of comprehension experiments that allude to the presence of a background knowledge are those which touch upon the notion of "top-down" processing or"conceptually-driven" processing. Other studies on early language acquisition indicate that young children acquire language through "scripts"--a form of general event representation derived from and applied to social contexts. A schema: (1) provides ideational scaffolding for the assimilation of text; (2) provides selective allocation of attention; (3) allows inferential elaboration; (4) allows orderly searches of memory; (5) enables readers to provide summaries; and (6) permits inferential reconstruction. For some English-as-a-second-language (ESL) readers, the lower-level structural aspects of the text occupies their attention as they struggle with the language. Therefore, ESL reading teachers need to facilitate students' acquisition of all the language clues related to reading in a second language. As knowledge of what to teach is important to the ESL teacher, so is the knowledge of schema theory necessary to ensure better interfacing of what is in students' minds with what is on the printed page. (Contains 76 references and three figures; an appendix contains two illustrations and a text passage.) (RS)

ED 415 498 CS 013 030

Kuehn, Phyllis
Assessment of Academic Literacy Skills: Preparing Minority and LEP (Limited English Proficient) Students for Postsecondary Education.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 96
NOTE- 90p.; Appendices printed on colored paper.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Classroom Communication; Curriculum Development; High Schools; Higher Education; *Language Proficiency; *Language Skills; Lecture Method; Limited English Speaking; Program Effectiveness; Reader Text Relationship; *Student Evaluation; Textbooks; *Vocabulary Development
IDENTIFIERS- *Academic Discourse

Addressing the problem of the language-related barriers to successful postsecondary education for underprepared college students, an assessment of academic language proficiency and a curriculum to help students improve their academic language skills were developed. The nature of the language tasks required in the undergraduate curriculum was defined, and the nature of the academic language used in college lectures and textbooks was studied. Decisions regarding the assessment format were based directly on the results of field testing. The curriculum emphasizes vocabulary development because this was identified through analyses of test results as the most important barrier to lecture and text comprehension. The curriculum also includes lessons on lecture structure and the

*Portfolio Assessment; Portfolios (Background Materials); *Professional Development; *Student Evaluation; *Teacher Education; *Teacher Evaluation; Teacher Improvement
IDENTIFIERS- Teaching Perspectives

This book looks at how portfolios may be used in the teaching profession as a powerful tool to help educators examine their beliefs about teaching, achieve personal growth and development, and work toward self-improvement. Each part of the book is independently authored. Section 1, by Maureen McLaughlin and Mary Ellen Vogt, focuses on the evaluative use of professional portfolios. Its primary goal is to create a link between current assessment theory and teacher evaluation practices as they relate to an effective collaborative model that is goal based, collegial, and multi-faceted. Section 2, by Joanne Anderson, Judith DuMez, and Marian Graeven Peter looks at the role of portfolios in preservice teacher preparation programs, where they are used as a major criterion in a three-step process: (1) admission to the professional level of course work; (2) admission to student teaching; and (3) cataloging and showcasing acquired skills, attitudes, and beliefs for successful entrance into the job market. Section 3, by Alyce Hunter, describes developing teacher portfolios, extending the concept to include administrators. The portfolios are presented as guides for reflective practice and ways to enhance professional growth for both teachers and administrators. (RS)

ED 415 519 CS 216 170

Gregg, Gail P., Ed.; Carroll, Pamela S., Ed.
Books and Beyond: Thematic Approaches for Teaching Literature in High School.
PUB DATE- 98
NOTE- 225p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Aging (Individuals); *English Instruction; Films; High Schools; Homeless People; Immigration; Lesson Plans; *Literature Appreciation; Popular Culture; Popular Music; Slavery; *Thematic Approach; World Wide Web

Secondary school English teachers and university teachers present ideas in this book for turning classrooms into places where students explore the issues that are important to them. The book integrates traditional and contemporary literary works, popular music, television, movies and videos, the World Wide Web, and student creations. It argues that a thematic approach to instruction provides teachers with an opportunity to individualize instruction without isolating students at either end of the classroom success spectrum. Thematic instruction allows students of varying abilities to focus on a common issue, through texts that differ in genre and difficulty. Chapters in the book are (1) "I AM: Coming to Know Thyself through Literature" (Elizabeth L. Watts); (2) "John Wayne, Where Are You? Everyday Heroes and Courage" (Pamela S. Carroll); (3) "A Teen-Age Crisis: Gangs and Violence" (Gail P. Gregg); (4) "Growing Strong Family Trees" (Pamela S. Carroll); (5) "Homelessness in Literature, the Media, and in Our Minds" (Gail P. Gregg and Michelle Tollentino-Davidson); (6) "America: Mother of Exiles" (Gail P. Gregg, Melinda Miller, and Nan Vollbracht); (7) "The Middle Passage" (Linda Spears-Bunton); and (8) "Aging: Our Understandings and Attitudes" (Larry S. Gordon). Each chapter contains a list of works cited and supplemental resources. (RS)

Journalist's Common Law Privilege" (Laurence B. Alexander); "Burning the Global Village: The Constitutionality of State Laws Regulating Indecency in Cyberspace" (Dolores L. Flamiano); "Of Jellyfish and Community Leaders: Redefining the Public Figure in Libel Litigation" (John R. Bender); "The Constitutionality of the FDA's Tobacco Restrictions as a First Amendment Issue" (Yung Kyun Choi); "Point and Click for the 'Right to Know': An Analysis of the Electronic Freedom of Information Act of 1996" (Martin Halstuk); "Blurred Vision: How Supreme Court FOIA Opinions on Invasion of Privacy Have Missed the Target of Legislative Intent" (Martin Halstuk); "In Self-Defense: How the Government Uses National Security Reasons to Withhold Information under the FOIA" (Martin Halstuk); "The Concept That Would Not Die: Scarcity As a Justification for Broadcast Regulation" (Anthony L. Fargo); "Sizing Up Trade Dress: New Era of Cases Tests the Limits of the Lanham Act" (Elizabeth M. Witherspoon); and "Obstacles to Defamation Recovery in Cyberspace User Forums" (Mark Cenite). Individual papers contain references. (CR)

ED 415 538 CS 509 663

Proceedings of the Annual Meeting of the Assocation for Education in Journalism and Mass Communication (80th, Chicago, Illinois, July 30-August 2, 1997): Magazine.
PUB DATE- 97
NOTE- 133p.; For other sections of these Proceedings, see CS 509 657-676.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Research/Technical (143)
DESCRIPTORS- Censorship; Cross Cultural Studies; Freedom of Speech; Journalism; Journalism History; Mass Media; *Mass Media Role; Media Research; *Periodicals; *Popular Culture
IDENTIFIERS- Journalists; Newsmagazines; *Popular Magazines

The Magazine section of the Proceedings contains the following five papers: "The Role of Barriers to Entry in the Success or Failure of New Magazines: An Exploratory Study" (Kathryn E. Segnar and Fiona A.E. McQuarrie); "An American Title Abroad: A Cross-Cultural Study of One Popular Magazine in the U.S. and the U.K." (Carolyn L. Kitch); "How the Nineteenth Amendment Was Framed in the Pages of the 'Ladies' Home Journal'" (Sarah Wright Plaster); "Risking Official Displeasure: the Trial and Tribulations of India's First Newsweekly in 1780"; and The 'Hoary-Headed Apostle of Satan' and Press Freedom in America: The Seditious Blasphemy Libel and Censorship Trials of Freethought Journalist Abner Kneeland" (Charles M. Mayo and Richard Alan Nelson). (CR)

ED 415 539 CS 509 664

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (80th, Chicago, Illinois, July 30-August 2, 1997): Mass Communication and Society.
PUB DATE- 97
NOTE- 321p.; For other sections of these Proceedings, see CS 509 657-676.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Research/Technical (143)
DESCRIPTORS- Athletics; Comparative Analysis; Immigration;

important for continuation of the development plan. Research is needed to address the feasibility of the program and the planning of the resource center. (A sample survey is appended.) (CR)

ED 415 557 CS 509 688

Heinemann, Robert L.
The Senior Capstone, Dome or Spire?
PUB DATE- 97
NOTE- 23p.; Paper presented at the Annual Meeting of the National Communication Association (83rd, Chicago, IL, November 19-23, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Seniors; Communication Skills; *Communication (Thought Transfer); Educational Philosophy; Higher Education; *Intellectual Development; *Majors (Students); Seminars; *Student Development
IDENTIFIERS- *Capstone Courses; Curriculum Emphases

This paper examines a basic philosophical issue involved with the purpose of a senior capstone communication course required of all majors. The issue involves two opposites: closure, represented by the dome, and further exploration, represented by the spire. Both approaches have legitimate claims for a capstone course. There is definitely a need for students to be able to pull together ideas presented in different courses and construct some sort of integrated, meaningful whole. No other single course is traditionally involved in this specific purpose, with the possible exception of communication theory. This "tying together" process only serves to make sense of the discipline, but also serves as a path to ownership of the major. Yet the college major is not, and should not be, the end of intellectual growth. To some degree each student must be equipped and readied to launch out into new endeavors, using the college learning experience as a base. Learning is often said to raise more questions than it answers, and these questions will multiply as the graduate moves out from the academy. If people are forced to chose between closure or further exploration, perhaps the answer is dependent on the curricular configuration of each major program. (Contains 36 references.) (Author/CR)

ED 415 558 CS 509 689

Ratliff, Gerald Lee
"Playing The Role": Classroom Performance Approaches to Characterization.
PUB DATE- 97
NOTE- 11p.; Paper presented at the Annual Meeting of the National Communication Association (83rd, Chicago, IL, November 19-23, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acting; *Characterization; *Class Activities; *Classroom Techniques; Drama; Higher Education; Instructional Effectiveness; Interpretive Skills; Learning Strategies; *Role Playing; Student Participation

elementary and secondary education, bilingual and immigrant education, special education and rehabilitative services, vocational and adult education, postsecondary education, educational research and improvement, and departmental management. Highlights include a call for building more schools; reducing class sizes by training 100,00 new teachers over the next 7 years; ensuring that students, especially at-risk students, master such basic subjects as reading and mathematics; increased support for urban education and an end to social promotion; increased spending for educational technology, so that all students can learn to use computers; helping students prepare and pay for college, using such programs as Pell Grants and Work-Study; raising academic standards through the use of standards-based educational reforms; and more emphasis on postsecondary education and lifelong learning, so that everyone has a chance to attend college. Two appendices provide numbers for total expenditures for education, along with a detailed budget table. (RJM)

ED 415 577 EA 028 857

Investing in School Technology: Strategies To Meet the Funding Challenge.
SPONS. AGENCY- Department of Education, Washington, DC. Office of Educational Technology.
PUB DATE- 97
NOTE- 70p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adolescents; Children; *Computer Uses in Education; Computers; Educational Finance; Elementary Secondary Education; Expenditures; Federal Programs; *Financial Needs; *Fund Raising; *School District Spending; *School Funds; Technological Literacy; Technology Education
IDENTIFIERS- Department of Education; *Technology Plans

The U.S. Department of Education has produced a national educational technology plan, calling for the placement of high-quality computers--one for every student-- in U.S. schools by the year 2000. Strategies for meeting the plan's funding challenges are the focus of this document. The report provides state and local policy makers some tools and pointers for thinking about their educational technology plans and for developing comprehensive strategies for funding those plans. The first chapter explores the promises of educational technology, examines cost estimates for placing educational technology in all the nation's schools, and summarizes an investment strategy for financing educational technology. Chapter 2 details some investment paradigms, laying out for state and district policy makers a systematic method of thinking about the costs of educational technology. Different funding strategies are detailed in chapter 3--strategies that feature funding mechanisms familiar to those in the public sector. The report recommends that states consider taking responsibility for the initial financial outlays required to implement district educational technology plans, use long-term financing to support training costs, prioritize technology line items in district budgets, and incorporate a 5-year planning strategy. (RJM)

ED 415 578 EA 028 858

Payee's Guide for the Grant Administration and Payment System (GAPS).

Accommodations (Disabilities); Reasonable Accommodation (Disabilities)

This brief paper summarizes requirements of the Americans with Disabilities Act (ADA) of 1990 related to employment of people who are blind or visually impaired. Topics addressed include what is meant by blindness or visual impairment; examples of types of jobs that people who are blind can do; possible accommodations for the person who is blind or visually impaired during the employee selection process (such as allowing the applicant to choose how to fill out the job application); enhancing productivity on the job (both low tech and high tech accommodations are suggested); and tips for on-the-job training, performance management, training, and promotion. A list of six resources is provided. (DB)

ED 415 597 EC 306 063

Working Effectively with Persons Who Are Deaf or Hard of Hearing. Implementing the Americans with Disabilities Act Series.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 94
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Civil Rights Legislation; Communication Aids (for Disabled); Compliance (Legal); *Deafness; Employment Experience; *Equal Opportunities (Jobs); Equal Protection; Federal Legislation; *Hearing Impairments; Interpersonal Communication; *Legal Responsibility
IDENTIFIERS- *Americans with Disabilities Act 1990; *Employment Accommodations (Disabilities); Reasonable Accommodation (Disabilities)

This brief paper summarizes requirements of the Americans with Disabilities Act (ADA) of 1990 related to persons who are deaf or hard of hearing. The following topics are addressed: what is meant by "hard of hearing" and deafness; the effect of hearing loss on communication at work; types of jobs that people who are deaf or hard of hearing have; accommodations for the individual who is deaf or hard of hearing during the employee selection process (such as allowing help with completing the written application and using a sign language interpreter during the job interview); enhancing productivity on the job; and on-the-job accommodations to enhance communication in face-to-face, interactive distance communication, group situations, and performance evaluations. Examples of such accommodations include using assistive listening devices, ensuring availability of Text Telephones, and using captioned video training materials. A listing of 12 resources is provided. (DB)

ED 415 598 EC 306 064

Working Effectively with Individuals Who Are HIV-Positive. Implementing the Americans with Disabilities Act Series.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 94
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 97
NOTE- 151p.; Ph.D. Dissertation, Iowa State University, Ames.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041),Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Classroom Observation Techniques; *Classroom Research; Classroom Techniques; *Disabilities; Elementary Education; Elementary School Teachers; Factor Analysis; *Instructional Effectiveness; *Intervention; Questionnaires; Teacher Attitudes; *Teacher Behavior; Teacher Surveys; Teaching Methods; Theory Practice Relationship
IDENTIFIERS- Iowa

This final report/doctoral dissertation describes activities and accomplishments of Project LIFT (Looking at Intervention Factors with Teachers), which assessed the relationships among classroom intervention acceptability, integrity, and effectiveness. Two studies were conducted. The first involved observing interventions implemented in 10 Iowa elementary classroom settings. In the second study, 350 elementary teachers in 11 states were surveyed with a project-developed questionnaire concerning their experiences and perceptions of interventions they have implemented with students. Findings from both studies indicated that teachers tended to receive assistance when developing an intervention, but then implemented the intervention alone. Individualized intervention plans rarely described specific steps to be completed. Most teachers rated the interventions from moderate to very acceptable in both studies and implementation integrity was found to be high in the observation study. Teachers responding to the survey indicated more use of formal efforts to maintain intervention integrity than teachers in the observation study actually used. Appended are interview forms used in the observational study, the questionnaire used in the national survey, and factor analysis results. (DB)

ED 415 618 EC 306 098

Wear, Trevin Douglas
Is EEG Biofeedback Efficacious as a Treatment for Children with Attention-Deficit/Hyperactivity Disorder? A Review of the Literature.
PUB DATE- 97
NOTE- 79p.; Ph.D. Dissertation, Biola University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Attention Deficit Disorders; *Biofeedback; Children; Comparative Analysis; *Effect Size; *Electroencephalography; *Hyperactivity; *Intervention; Meta Analysis; Neurology; Outcomes of Treatment; Physiology; Reinforcement; Research Methodology; Therapy

This literature review examined 16 treatment studies which employed electroencephalographic (EEG) biofeedback to treat children with attention-deficit/hyperactivity disorder (ADHD). An introductory section reviews hallmarks of ADHD, its historical background, current diagnostic criteria, etiology, single treatment or symptom focused treatment, development of EEG biofeedback, neurophysiology, EEG frequencies and biofeedback, medication, cognitive-behavior therapy, relaxation

Germany. Introductory material describes the school system as a whole, the rights of children with disabilities within the system, and the existence of significant differences in school laws and services among the 16 German states. Text, photographs, and charts are used to describe services provided to blind pupils, pupils with impaired vision, deaf pupils, pupils with impaired hearing, mentally handicapped pupils, physically handicapped pupils, educationally subnormal pupils, pupils with speech disorders, pupils with behavioral disorders, and ill pupils. Separate sections describe early remedial treatment for young children with disabilities, the awarding of final school certificates at remedial education locations, and vocational training of young persons with disabilities. Also provided in summary form is information on the organizations responsible for remedial schools, school costs, foreign pupils, remedial teacher training, and current trends toward more integration of students with disabilities. The final section provides personal accounts of two individuals, a mentally handicapped 19-year-old who would like to be a cook, and a description of life as an adult blind student. (DB)

ED 415 635 EC 306 117

Tilkin, Sandi; Hyle, Adrienne E.
The Change to Inclusion: Five Case Studies in One District.
PUB DATE- 97
NOTE- 44p.; Paper presented at the Annual Meeting of the University Council of Educational Administration (Orlando, FL, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Case Studies; Change Agents; *Change Strategies; *Disabilities; *Educational Change; Educational Methods; Elementary Secondary Education; *Inclusive Schools; Mainstreaming; Models; Program Development; Program Implementation; *School Administration; School Districts; School Restructuring
IDENTIFIERS- *Oklahoma

This paper reports on a multiple case study of building administrators in a suburban school district in Oklahoma which implemented a unitary system of inclusion of students with disabilities in age-appropriate regular classrooms. The study focused particularly on how administrators developed shared meanings during the change process. Data were collected from five public schools (two elementary, two middle, and one high school) and included direct observation, systematic interviewing, and document reviews. Analysis resulted in identification of themes in the categories of focusing, communicating, and restructuring. Specific practices identified as contributing positively to the inclusion process included modifying assignments, sharing teaching strategies, promoting active student-centered activities, cooperative grouping, peer tutoring, problem solving, and hands on instruction. A cross-site analysis of strategies used by each school was also analyzed in terms of Fullan's (1991) six components for change: (1) vision-building, (2) evolutionary planning, (3) monitoring/problem-coping, (4) initiative-taking and empowerment, (5) staff development and resource assistance, and (6) restructuring. (Contains 24 references.) (DB)

ED 415 636 EC 306 119

Education; Parent Teacher Cooperation; Resistance (Psychology)

This videotape and accompanying manual are intended to provide a review of current knowledge about the management of defiance in children, a common behavior pattern which may be increasing in prevalence and is a known precursor to such serious disorders as oppositional defiant disorder (ODD) and conduct disorder. The first section of the manual identifies six principles for management methods for defiance: (1) immediacy of consequences; (2) specificity of consequences; (3) consistency of consequences; (4) establishment of incentive programs before punishment; (5) the importance of anticipating and planning for misbehavior; and (6) the reciprocal nature of family interactions. The next section offers guidelines for developing an effective parent training program for defiance in children. Some specific methods for managing the defiant child are identified, including improving attention to compliance, giving effective commands, establishing a home token system, implementing a response-cost procedure, implementing time out, and managing defiant children in public places. Appended are forms for reporting daily school behavior. (Contains 20 references.) (DB)

ED 415 653 EC 306 137

Mars, Laura, Ed.
The Complete Learning Disabilities Directory, 1998: Products, Resources, Books, Services: A One-Stop Source Book for Individuals and Professionals.
PUB DATE- 97
NOTE- 649p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Adult Education; Agencies; Attention Deficit Disorders; *Information Sources; Instructional Materials; *Learning Disabilities; Literacy; National Organizations; Publications; Special Schools; Summer Programs; Testing; Vocational Education

This directory provides 6,140 listings of resources in learning disabilities. Resources include publications, programs, state services, instructional materials, videotape recordings, films, periodicals, tests, schools, professional texts, conferences, and government agencies. Listings are grouped into 20 chapters that cover: (1) adult literacy; (2) associations and organizations; (3) attention deficit disorder; (4) camps and summer programs; (5) classroom resources; (6) committees, conferences and shows; (7) computers; (8) exchange programs; (9) government agencies; (10) media/books; (11) media/pamphlets; (12) media/periodicals; (13) media/publishers; (14) media/video tapes and films; (15) professional periodicals; (16) professional texts; (17) schools/colleges; (18) schools/learning centers; (19) testing; and (20) vocational and transition skills. Listings typically include a brief description, price, and availability information. Two indexes provide access by entry and subject. (DB)

ED 415 654 EC 306 138

Rogow, Sally M.
Language, Literacy and Children with Special Needs.
PUB DATE- 97
NOTE- 118p.
LANGUAGE- English

which each parent speaks his own language at home, and home/community language strategy in which parents speak the minority language in the home and children learn the majority language through interactions outside the family. Results suggest that families applying these two language management strategies often face a wide range of problems, especially after the children reach school age and when families have more than one child. An alternative approach is recommended, in which parents make a conscious effort to help their children bridge the gap between two divergent languages and cultures through systematic modeling and promotion of the development of both languages. Specific techniques for achieving this are offered, including modeling, recasting/expansion/filling in the blanks, debriefing, and temporary intensive training. (Contains 15 references.) (MSE)

ED 415 672 FL 024 470

Discover, Nos. 1 & 2.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- 97
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Academic Achievement; Access to Education; Agency Role; Bilingual Education; *Bilingual Education Programs; Cultural Pluralism; Elementary Secondary Education; *Enrollment Rate; *Equal Education; Federal Government; *Limited English Speaking; National Surveys; *Public Agencies; *Public Education
IDENTIFIERS- Department of Education; *Office of Bilingual Educ Minority Lang Affairs

The first two issues of this newsletter by the National Clearinghouse for Bilingual Education are presented. The first consists of an article on the United States Department of Education's Office of Bilingual Education and Minority Languages Affairs (OBEMLA) and its role in providing leadership in high quality education for linguistically and culturally diverse students. This includes a statement of the agency's mission to promote equal access to high quality education for this population and explanations of its four primary goals: (1) to help limited-English-proficient (LEP) students reach challenging academic standards; ensure that schools serving LEP students have access to high quality research, information, and technical assistance; ensure that LEP students are taught by well-trained teachers; and coordinate services to LEP students across the Department of Education. The second issue contains two articles. The first article summarizes results of a survey of the states' limited-English-proficient students and available educational programs and services for 1994-95, including a brief report on LEP students' academic progress. The second article considers what has been learned from research and experience about the factors contributing to schools' success in educating LEP students. (MSE)

ED 415 673 FL 024 606

Troudi, Salah; Riley, Susan
Action Research: Using Your Classroom for Professional Development.
PUB DATE- 96
NOTE- 13p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (30th, Chicago, IL,

PUB DATE- 97
NOTE- 10p.; In: Classroom Teachers and Classroom Research; see FL 024 999.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Classroom Research; Classroom Techniques; Educational Trends; *Instructional Improvement; *Research Methodology; Second Language Instruction; Second Languages; Trend Analysis

A discussion of the relationship between language teaching and research begins by defining research as a systematic process of inquiry in which the researcher poses a question or questions, collects relevant data, analyzes and interprets it, and makes the results accessible to others. It looks at the simplistic but persistent distinction between qualitative and quantitative methodologies. Some basic principles teachers can derive from research are summarized: (1) make instructional goals explicit to learners; (2) give learners opportunities to make their own contributions to the learning process; (3) encourage active communication through sequenced, achievable tasks; (4) provide opportunities for learners to apply their skills beyond the classroom; (5) teach learning strategies as well as content; (6) teach grammar in ways that show the essential harmony between form and function; (7) go beyond declarative knowledge to procedural skills development; (8) give learners an opportunity to work with authentic data; (9) maximize opportunities for learners to work cooperatively; and (10) provide learners with opportunities to self-monitor. Classroom research is encouraged to be made more contextualized and classroom-oriented, for closer links between teaching and research, for collaborative research, and for development of an extended vision of the nature of research. Contains 35 references. (MSE)

ED 415 693 FL 025 001

Griffee, Dale T.
Where Are We Now? Trends, Teachers, and Classroom Research.
PUB DATE- 97
NOTE- 14p.; In: Classroom Teachers and Classroom Research; see FL 024 999.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Classroom Research; Classroom Techniques; *Educational Trends; Foreign Countries; *Language Teachers; Professional Associations; *Research Methodology; Second Language Instruction; Second Languages; Surveys; *Teacher Attitudes; Teacher Role; Trend Analysis
IDENTIFIERS- Japan

A survey of 55 officers (39 male and 16 female) of the Japan Association for Language Teaching (JALT) investigated their perceptions of the current trends in second language teaching. A list of 15 trends in both classroom approach and discipline development was identified from the language teaching literature, and respondents were asked to what extent they agreed or disagreed with those trends. Results for each trend analyzed for the number and type of pictorial references to diversity in race, class, and gender, with particular attention given to how French-speaking countries other than France are portrayed. It is concluded that while some of the books represented a pluralistic society better than others, none totally legitimized difference or promoted personal identification with diversity. Each accepted the fact that some African and Asian countries use French as an official language, but none included an Asian, African, or Arab name in the list of French first names. Content and exercises promoting materialism and consumerism were found in all four books, appealing to U.S. students and perpetuating this approach. Information about political structures and governments was excluded, and no mention was made of poverty, immigration, violence in French schools and suburbs, privatization, regionalism, unemployment, strikes, soup kitchens, racial bias. Even texts addressing multiculturalism did not address issues of separatism, colonialism, dictatorship, immigration patterns, political activism, or the European Union. It is suggested that the teacher's role is to bring contradictions, omissions, and stereotyping to students' attention. Contains 19 references. (MSE)

ED 415 715　　　　FL 025 025

Gersten, Russell M.; Jimenez, Robert T.
Promoting Learning for Culturally and Linguistically Diverse Students. Classroom Applications from Contemporary Research.
PUB DATE- 98
NOTE- 260p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Techniques; Cognitive Style; *Cultural Pluralism; Curriculum Design; Elementary Secondary Education; *English (Second Language); Hispanic Americans; Instructional Effectiveness; Instructional Materials; *Language Minorities; Language Proficiency; Learning Strategies; Literacy Education; Literature Appreciation; Middle Schools; *Native Language Instruction; Peer Teaching; Second Language Instruction; Spanish; Special Education; Transitional Programs
IDENTIFIERS- Content Area Teaching

This collection of essays is designed to help teachers of linguistically and culturally diverse students address their students' needs effectively. Essays include: "A Balanced Approach to Early Spanish Literacy Instruction" (Claude Goldenberg); "Language and Preliteracy Development of English as a Second Language Learners in Early Childhood Special Education" (Jozi De Leon, Catherine Media); "Reading as a Gateway to Language Proficiency for Language-Minority Students in the Elementary Grades" (Valerie Anderson, Marsha Roit); "Recent Research on Effective Instructional Practices for Content Area ESOL" (Russell Gersten, Susan Unok Marks, Thomas Keating, Scott Baker); "Language-Sensitive Peer-Mediated Instruction for Culturally and Linguistically Diverse Learners in the Intermediate Elementary Grades" (Carmen Arreaga-Mayer); "The Double Demands of Teaching Language Minority Students" (Gersten); "Making the Transition to English Literacy Successful: Effective Strategies for Studying Literature with Transition Students" (William Saunders, Gisela O'Brien, Deborah Lennon, Jerry McLean); "Interactive Semantic Mapping and Charting: Enhancing Content Area Learning for Language-Minority participative governance, and a supportive academic culture). The digest urges the maintenance of productivity of older faculty members through a systems approach that addresses individual vitality features, institutional vitality features, and the essential link between them. (DB)

ED 415 734 HE 030 832

Bland, Carole J.; Bergquist, William H.
The Vitality of Senior Faculty Members. Snow on the Roof-Fire in the Furnace. ASHE-ERIC Higher Education Report, Vol. 25, No. 7.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 179p.; For a digest of this report, see HE 030 831.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adult Development; *Aging in Academia; Career Development; *College Faculty; *Faculty College Relationship; *Faculty Development; Higher Education; Individual Development; Older Adults; *Productivity; *Tenured Faculty; Trend Analysis; Values; Vocational Maturity

This report examines issues concerned with the vitality and productivity of senior faculty at institutions of higher education. The first section reviews shifting faculty demographics and is followed by a case study of the career of one professor. Next, research on the productivity of senior faculty in teaching, research, and service is reviewed. The following section identifies, in the context of research on adult development, specific internal factors affecting productivity, including: socialization, motivation, content knowledge and skills, networking and professional communication, having several projects under way simultaneously, autonomy and commitment, and morale. Institutional factors affecting productivity are considered in the context of career development theory. They include: clear goals, institutional culture, a positive climate, participative governance, rewards, opportunities for revitalization, and effective leadership. The report concludes that: (1) there appears to be no significant decline related to age in faculty competence or productivity; (2) internal and institutional factors should be addressed to preserve faculty vitality; and (3) senior faculty frequently experience a shift in their priorities and values. It urges a comprehensive approach to faculty vitality and identifies specific strategies to address individual, institutional, and leadership vitality. An appendix reviews the studies cited in the monograph. (Contains approximately 225 references.) (DB)

ED 415 735 HE 030 840

Ellis, Roger, Ed.
Quality Assurance for University Teaching.
PUB DATE- 93
NOTE- 334p.; Published by Open University Press.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- College Faculty; *College Instruction; Evaluation

NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Artificial Intelligence; *Clinical Diagnosis; Diseases; Evaluation Methods; *Expert Systems; Higher Education; Instructional Effectiveness; Knowledge Level; *Medical Education; Problem Solving; Student Evaluation; Symptoms (Individual Disorders); Test Reliability; Test Validity; Tutorial Programs
IDENTIFIERS- *Expert Novice Problem Solving; Texas College of Osteopathic Medicine

This project at the Texas College of Osteopathic Medicine (Fort Worth) evaluated the use of an artificial-intelligence-derived measure, "Knowledge-Based Inference Tool" (KBIT), as the basis for assessing medical students' diagnostic capabilities and designing instruction to improve diagnostic skills. The instrument was designed to address the problem that, in medicine, diagnostic expertise is problem-specific and appears to be more a factor of the student's knowledge base than cognitive skills. This study determined that the KBIT produced reliable and valid (based on comparisons of diagnostic accuracy of experts with those of novices) for four different problem areas: Weakness, Red Eye, Papulosquamous Disorders, and Elevated Creatinine. Additionally the study showed that two expert/KBIT-derived instructional approaches significantly improved the diagnostic accuracy of treatment student groups when compared to a control group and to students conventionally trained. After the executive summary and a project overview, this report describes the project's background and origins, its components and activities, and results. Attached is a related article titled "An Expert Program Shell Designed for Extracting Disease Prototypes' and Their Use as Models for Exploring the 'Strong Problem-Solving Methods' Employed in Clinical Reasoning" (F.J. Papa; S. Meyer). (DB)

ED 415 754 HE 030 898

Bunch, Carol; Barrax, Joan
College Incentive Program.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 93
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academically Gifted; Advanced Placement; Black Colleges; Black Students; *College Admission; College Bound Students; College School Cooperation; Dual Enrollment; High School Seniors; Higher Education; Honors Curriculum; Minority Groups; Program Effectiveness; Student Financial Aid; Student Personnel Services; *Student Recruitment; Teacher Education
IDENTIFIERS- *Shaw University NC

This three-year project at Shaw University (North Carolina), an historically black institution, was a dual enrollment project designed, first, to attract academically talented minority students to teacher education and, second, to motivate minority students to attend college. Over a three-year period, the college incentive program brought a total of 50 high school seniors from public schools in Wake County and surrounding counties in North Carolina to Shaw for two semesters (on

Student Financial Aid; Student Transportation; *Study Abroad
IDENTIFIERS- *Netherlands

This is the third edition of a publication that describes the opportunities for study in the Netherlands for students interested in either advanced training for professionals or exchange programs and scholarships. This "Europe" edition is intended mainly for distribution in western, central, and eastern Europe. Highlighted by photographs and student interviews, the publication presents an impression of what it is like to study in the Netherlands. Sections highlight the value of study abroad; contemporary Dutch society; student life, roles, and choices; describe the two components of Dutch higher education university education and the polytechnics and colleges known as hogescholen; advanced training for professionals; exchange programs and scholarships, and offer advice on money, housing and other practical matters. A separate section lists courses and study programs conducted in English, by subject area (science and technology, agricultural and related sciences, medical and related sciences, development-oriented studies, management and business, law and international relations, European studies, culture, education, and media, fine and performing arts), with separate entries for each program and school. Another section summarizes these offerings in scatter charts by subject area and school. A final section provides a list of institution addresses, phone, fax, and e-mail information, as well as a list of Netherlands Alumni Associations. (CH)

ED 415 773 HE 030 919

Stern, Judy E.; Elliott, Deni
Curriculum and Faculty Development for the Teaching of Academic Research Ethics.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 95
NOTE- 78p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; College Faculty; Course Objectives; *Curriculum Development; Curriculum Evaluation; *Ethical Instruction; Ethics; Evaluation Methods; *Faculty Development; Formative Evaluation; Graduate Study; Higher Education; Instructional Materials; Moral Values; Philosophy; Sciences; *Scientific Research; Teaching Methods; Universities
IDENTIFIERS- *Dartmouth College NH

This report summarizes a three-year project to design a graduate level course in ethics and scientific research at Dartmouth College (New Hampshire). The goals of the project were: (1) to train faculty to teach a course in research ethics, (2) to pilot-teach a graduate course in ethics and scientific research, and (3) to develop teaching materials for use in ethics and science courses. An underlying assumption was that a course in research ethics required both philosophers and scientists; therefore, faculty from both disciplines worked closely together in developing course materials. Faculty training included: a seminar, in which participants learned about various cases and topics in research ethics and tested various teaching styles; a study group, which helped participants gain an understanding of the theoretical bases for analyses of ethics cases; and meetings during which faculty

SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 95
NOTE- 162p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Faculty; College Students; *Consciousness Raising; *Cross Cultural Training; *Cultural Awareness; Faculty Development; Foreign Countries; Foreign Culture; Foreign Students; Higher Education; Intercultural Communication; *Intercultural Programs; International Educational Exchange; Minority Groups; *Multicultural Education; Program Administration; Program Development; Simulation; Study Abroad; Workshops
IDENTIFIERS- Colgate University NY

This report describes a three-year project to establish and staff a new office at Colgate University (New York), the Office of Intercultural Resources (OIR), to originate and implement programs to build bridges between Colgate's intercultural and multicultural programs. OIR staff worked with students who studied abroad, international students, minority group students, and faculty and staff in various programs, including pre-departure and re-entry workshops for students studying abroad; had dialogues with faculty members responsible for courses in social, behavioral, and political sciences; developed educational and cross-cultural resources; and supported students, staff, and faculty projects with a multicultural or international focus. In addition to workshops, dialogues, lectures, and outreach, the project produced an annotated bibliography of recent titles on multiculturalism; "The Critical Incidents Workbook," a cross-cultural training guide for students planning to study abroad, and a course on understanding culture through intercultural sensitivity, communication, and effectiveness. Appended are the resource guide, the training guide, and the sensitivity course syllabus. (JLS)

ED 415 792 HE 030 938

Caffarella, Rosemary S.; Barnett, Bruce G.
Teaching Doctoral Students Writing: Negotiating the Borders between the World of Practice and Doctoral Study.
PUB DATE- 97
NOTE- 16p.; Paper presented at the Annual Convention of the University Council for Educational Administration (Orlando, FL, October 31-November 2, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Criticism; *Doctoral Programs; Faculty Publishing; Graduate Students; Higher Education; *Peer Influence; Scholarly Journals; Self Evaluation (Individuals); *Student Journals; Writing (Composition); Writing Evaluation; Writing for Publication; *Writing Instruction; Writing Skills
IDENTIFIERS- *Scholarly Writing

Part of the transition process for students in educational leadership programs is mastery of the scholarly writing process. To address this need, the faculty of a southwestern university designed a scholarly writing project for incoming doctoral students. This paper presents the results of a study improvements to Authorware and the appropriate hardware infrastructure, it is fairly easy to achieve CD-ROM-quality courseware in an intranet environment. (MN)

ED 415 347 CE 075 444

Franz, Thomas M.; Hassen, John E.; Major, Regis
Internet/Intranet Training Delivery: What's Available, What Works?
PUB DATE- 97
NOTE- 11p.; Paper presented at the Interservice/Industry Training, Simulation and Education Conference (19th, Orlando, FL, December 1-4, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Computer Uses in Education; Cost Effectiveness; *Delivery Systems; Educational Opportunities; *Educational Trends; *Internet; Postsecondary Education; Private Sector; Program Costs; Public Agencies; Retraining; Secondary Education; State of the Art Reviews; Student Certification; Technological Advancement; Training; Trend Analysis
IDENTIFIERS- *Intranets

Many diverse Internet/Intranet-based training (IBT) opportunities are now available through academic, government, and commercial sites. Currently available IBT-based programs include the following: full-featured tutorials, half-hour courses, long-term courses, and seminars that can be tailored to user-appropriate levels. Situation-based learning is another effective approach used in IBT. Despite the expectations of many individuals involved in developing and delivering training, the combination of hype, emerging technology, and bandwidth restrictions has made the reality of IBT a challenging goal. Several important verification and certification issues must also be resolved as the use of IBT expands. The experience of IBT developers to date has demonstrated that IBT is no easier to develop or deliver than CD-ROM-based training is. Several experienced IBT developers have published very specific recommendations for individuals contemplating developing and delivering IBT. Training programs that run outside ("swallow") browsers and intelligent electronic mail have been very well received. It is anticipated that Virtual Reality Modeling Language (VRML) will open the door to new online training domains. Other products and/or practices that are likely to be applied more widely in IBT include cellular modem access, synchronous audio and online lectures, and interactive digitized video. (Contains 34 references) (MN)

ED 415 348 CE 075 448

Hubal, Robert C.; Helms, Robert F.; Triplett, Suzanne E.
Advanced Learning Environments.
PUB DATE- 97
NOTE- 9p.; Paper presented at the Interservice/Industry Training, Simulation and Education Conference (19th, Orlando, FL, December 1-4, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)

for 23 sample simulations (14 for elementary schools, 4 for middle schools, and 5 for high schools). Each plan contains the following: grade level, learning standards addressed, related career major, description of the simulation, instructional goals, and names of the simulation's developer and a contact person. Appended are the following: simulation planning guide; standards checklists; and simulation layouts. The bibliography contains 33 references. (MN)

ED 415 365 CE 075 531

The Mentoring Match. Teacher's Guide to Action. School to Work.
SPONS. AGENCY- New York State Education Dept., Albany. Office of Workplace Preparation and Continuing Education.
PUB DATE- 97
NOTE- 97p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Career Exploration; *Education Work Relationship; High Schools; *Mentors; Partnerships in Education; Program Implementation; *School Business Relationship; *State Standards; Statewide Planning; *Vocational Education
IDENTIFIERS- *New York

This guide, which is intended for teachers interested in starting a workplace mentoring program, presents information about mentors and mentoring that can be used to match students with the right mentors in the workplace and help prepare and support students and mentors in enhancing the student-mentor match. The guide begins with background information about the school-to-work initiative and New York's Learning Standards for Career Development and Occupational Studies. The first section is devoted to the benefits of mentoring and mentoring program outcomes and partners. The next two sections explain the processes of selecting, preparing, facilitating, and evaluating students and mentors. Next, considerations in matching students and mentors are examined, and the mentoring relationship is described. In the next section 10 basic steps are outlined to establish and administer a workplace mentoring program. Also, building steps to help the mentoring program are described. The following helpful information is provided: 36 references and resources; addresses of 25 organizations and programs; and pertinent provisions of federal and state labor laws and addresses of 20 contacts. The final section, which constitutes approximately 50% of the guide, contains sample materials related to the following topics: planning the mentoring experience; understanding the qualities of effective mentors; being an effective mentor; and evaluating the learning experience. (MN)

ED 415 366 CE 075 532

School-to-Work Best Practices Guide.
SPONS. AGENCY- New York State Education Dept., Albany. Office of Workplace Preparation and Continuing Education.
PUB DATE- 97
NOTE- 110p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Career Education; Competence; Competency Based Education; *Education Work Relationship;

King, Christopher T.; McPherson, Robert E.; Norris, Dave N.; Betsinger, Alicia
Workforce Development Evaluation in Texas: An Assessment. Revised.
SPONS. AGENCY- Texas State Council on Workforce and Economic Competitiveness, Austin.
PUB DATE- 96
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Accountability; Adult Education; Cost Effectiveness; *Employment Services; Evaluation Criteria; Evaluation Methods; Instructional Systems; Job Training; *Labor Force Development; Outcomes of Education; Postsecondary Education; Program Effectiveness; Program Evaluation; Secondary Education; *State Programs; Statewide Planning; *Systems Approach; Vocational Education
IDENTIFIERS- *Texas

This paper offers an initial assessment of Texas' work force development evaluation and performance management efforts. Following an overview, section 2 clarifies distinctions between performance management and evaluation responsibilities such as purpose, definition, information produced, general question asked, and key questions addressed. Section 3 addresses differences between program- and systems-oriented evaluations. Section 4 identifies key agencies and programs and their roles and responsibilities in Texas work force development, including those for performance management and evaluation. Section 5 briefly describes major current and planned evaluation activities for the major Texas work force development system actors. Section 6 describes related performance review activities of other state agencies. Section 7 synthesizes these assessment findings: Texas features a relatively fragmented array of program-by-program performance management mechanisms; work force-related evaluations have been ad hoc; Texas is moving toward a systems evaluation orientation; although employers have been identified as the primary customer for work force services, they are not referred to in initiatives; and data collection and reporting systems are inadequate. It identifies gaps and issues in the current and planned efforts that constitute a mix of technical adjustments and corrections; data collection and reporting problems; and methodological difficulties. Section 8 contains 55 references. (YLB)

ED 415 384   CE 075 563

Norris, Davy N.; King, Christopher T.
Return on Investment: A Cost-Effectiveness Measure for the Texas' Workforce System.
SPONS. AGENCY- Texas State Council on Workforce and Economic Competitiveness, Austin.
PUB DATE- 97
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Comparative Analysis; *Cost Effectiveness; *Employment Programs; Employment Services; Evaluation Criteria; Evaluation Methods; Expenditure per Student; Investment; *Job Training; Labor Force Development; *Outcomes of Education; Postsecondary Education; Program Costs; Program Effectiveness; Program Evaluation; Secondary Education; State Programs; Statewide Planning; Vocational Education

PUB DATE- 97
NOTE- 115p.; For related documents, see ED 384 713 and CE 075 036-037.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Articulation (Education); *Career Development; Career Education; Consortia; Followup Studies; *Partnerships in Education; Postsecondary Education; *Professional Development; Program Effectiveness; Program Evaluation; *Program Implementation; School Business Relationship; Secondary Education; *Tech Prep; Unions; Vocational Education; *Work Experience Programs

In fall 1992, 87 percent of coordinators of funded local tech prep consortia (n=897) completed the third national evaluation survey. Findings indicated the following: formation of new consortia slowed; they grew larger and included a substantial and increasing share of school districts; middle school and postsecondary membership expanded; inclusion of business, industry, and labor grew; and business and labor participated less in consortium leadership. Consortia engaged in promotional activities and took steps to increase access of special populations. Professional development remained a central part of tech prep. Local consortia implemented diverse program models. Attention to career development increased gradually, availability of career-focused programs of study and participation rose sharply, curriculum change focused on applied academics, articulation expanded, and workplace activity was more common. Tech prep participation was most strongly linked to enrollment in vocational courses. Participants represented a small but growing share of the secondary school population, and growing numbers were involved in workplace activities. Many tech prep high school graduates chose postsecondary education and training as a common pathway, but they increasingly chose to attend four-year institutions. Consortia collected various evaluation plans and used them in different ways. Coordinators identified successful aspects of tech prep development and major barriers faced. (YLB)

ED 415 403 CE 075 611

Kemple, James J.
Career Academies. Communities of Support for Students and Teachers: Emerging Findings from a 10-Site Evaluation.
PUB DATE- 97
NOTE- 137p.; For a related document, see ED 398 401.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Career Academies; *Career Development; Helping Relationship; High Schools; Job Satisfaction; Peer Relationship; Program Effectiveness; Program Evaluation; *Social Support Groups; Student Attitudes; Teacher Attitudes; Teacher Collaboration; *Teacher Expectations of Students; *Teacher Student Relationship; Vocational Education

This report studies career academies to explore students' and teachers' experiences and to contrast them with those of their peers in regular high school environments. Data are from questionnaires, interviews, and observations of Academy and non-Academy students (835 and 686 respectively) and teachers (65 and 403 respectively). Chapter 2 describes the data sources and research samples and presents analytical issues relevant to data interpretation. Chapter 3 examines the extent to which the in jobs. The project also developed professional standards of practice that now serve to guide on-the-job performance evaluation, supervision, and inservice training. (Appendixes to the report include project development information, a needs survey, medical interpreter program competencies, language assessments, standards of practice, and also contains 11 references.) (KC)

ED 415 421 CE 075 651

Krzyzowski, Marian J.
Michigan Business Assistance Corps. Final Report.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 94
NOTE- 174p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Business Administration; Consultants; *Consultation Programs; *Foreign Countries; Higher Education; *Organizational Development; Policy Formation; Public Policy; Technical Assistance
IDENTIFIERS- Europe (East); *University of Michigan

The Michigan Business Assistance Corps (MBA Corps) was established by the University of Michigan Business School in 1990 to assist emerging democracies in Eastern Europe in successfully negotiating the process of economic privatization, while at the same time providing Michigan Business School graduate students with a unique international experience. MBA students have served as consultants with companies in Poland and Russia, helping to establish accounting systems, develop marketing strategies, and other management tasks. The MBA Corps was supported by the Fund for the Improvement of Postsecondary Education of the U.S. Department of Education from 1991-1994; 51 MBA consultants participated in the program. The MBA Corps has had significant positive impacts on its participants, including the student consultants, the host companies, and the Michigan Business School. The students gained increased understanding and respect for other cultures, a better understanding of the difficulties facing emerging economies, and career insights. The host companies have been enthusiastic and most have requested to continue serving as hosts for student consultants. The countries have also reported impacts on their public policy. (Five contain assessments of the program for the various constituent groups.) (KC)

ED 415 422 CE 075 652

Bocock, Jean; Edwards, Judith
Assuring Quality in Collaborative Provision.
PUB DATE- 98
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Accountability; Case Studies; Community Involvement; *Cooperative Programs; *Educational Assessment; *Educational Quality; Foreign Countries; Lifelong Learning; *Partnerships in Education; Postsecondary Education; *Quality Control; *School Business Relationship; School Community Relationship; Technical Institutes
IDENTIFIERS- Great Britain

PUB TYPE- Collected Works - General (020),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; Adult Learning; *Community Development; Democracy; Educational Research; *Empowerment; Females; Foreign Countries; Futures (of Society); Individual Development; International Cooperation; Policy Formation; *Role of Education; Sex Discrimination; Sex Fairness; *Social Change; Theory Practice Relationship; Voluntary Agencies
IDENTIFIERS- *Ireland; *Transformative Theory (Adult Learning)

The six articles in this first issue comprise a critical discourse about theories, practices, and research with the intent of realizing the potential of adult learning to bring about social change. "Adult Education and Empowerment for Individual and Community Development" (Jack Mezirow) outlines and updates the author's transformation theory of adult learning. "'Really Useful Knowledge': Linking Theory and Practice" (Jane L. Thompson) brings Marxist, socialist, feminist understanding to bear on current political developments and teaching practices. "Community Development and Adult Education: Prospects for Change?" (Brid Connolly) explores community development's role in addressing poverty, exclusion, and the unequal position of women, and adult education's role in bringing about liberating social change. "The Future of Adult Education: Learning towards a New Democracy" (Ted Fleming) critically explores the Irish Government's White Paper on Education and considers a future role for adult education in a democracy of free citizens. "Participation and Rural Voluntary Organisations in Ireland: A Case Study" (Tom Collins, Anne Ryan) explores the implications of approaches to participation ranging from redistributing power and resources to merely harnessing local energy to improve project delivery. "Comparability and Future Research in Adult Education: Methodological Challenges in the Euro-Delphi Survey" (Anne Murphy) examines problems of comparability and future policy development in transnational adult education research. (YLB)

ED 415 440 CE 075 698

School-to-Work Jump-Start Equity Kit.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 130p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Career Exploration; Check Lists; *Cross Cultural Training; Disabilities; Early Parenthood; *Education Work Relationship; Females; Guidelines; Learning Activities; Mentors; *Nontraditional Occupations; Program Implementation; Secondary Education; *Sex Fairness; *Vocational Education; *Womens Education

This starter kit is a resource for state and local school-to-work (STW) directors, educators, parents, students, business and community, and economic development organizations serving all students through STW. The kit begins with four articles: "STW and Gender Equity: Opportunity for or Barrier to Economic Parity?" (Katherine Hanson, Joyce Malyn-Smith, Vivian Guilfoy); "Gender Equity: A Lens for Examining STW Issues" (Katherine Hanson); "Voluntary Industry Skill Standards: Integrated

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adjustment (To Environment); Career Choice; *Career Development; *Chronic Illness; *Decision Making Skills; *Education Work Relationship; Guidance; Secondary Education; Special Needs Students
IDENTIFIERS- *School to Work Transition

Chronic illness life management skills and school-to-work transition are separate but interrelated issues which are necessary for students, families, and caregivers to understand. The interconnection of these concerns is examined . Career choice is a process that involves the student, family, and appropriate professionals. Definitions of work life, adulthood, chronic illness, and an explication of the uniqueness of school-to-work transitions are offered. An evolution of transition programs is presented, as is an overview of career development. The latter is defined as a long-term endeavor in which an individual matches interests and abilities with opportunity and availability. The effects of chronic illness on career development, such as limited exposure to career opportunities and preconceived notions of what those with chronic illness can accomplish, are also examined. Some of the probable outcomes for chronically ill students are discussed. Much of the paper is devoted to the evolution of transition, with a focus on individual and family decision making, school services, and postsecondary opportunities. Students with chronic illness often feel isolated, different, and not worth attention by others. These students need feedback to help from future behavior and decision making involving social skills. A list of career specific assessment instruments and systems is included. (Contains 24 references.) (RJM)

ED 415 459 CG 028 230

Kimweli, David M. S.
Parents' versus Students' Perception of Predictors of Violence and Substance Abuse in Schools: Psychological and Contextual Factors.
SPONS. AGENCY- Department of Education, Washington, DC.; American Educational Research Association, Washington, DC.
PUB DATE- 97
NOTE- 42p.; Paper presented at the Annual Meeting of the American Psychological Association (105th, Chicago, IL, August 15-19, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Delinquency; Elementary Secondary Education; National Surveys; *Parent Attitudes; *Predictor Variables; Psychological Characteristics; *School Security; *Student Attitudes; *Substance Abuse; *Violence
IDENTIFIERS- National Household Education Survey

Data from the National Household Education Survey (NHES, 1995) were analyzed to compare parents' and students' variation in their perceptions of various variables predicting school violence: incidences of being attacked while in school, availability of substances of abuse (drugs, alcohol, marijuana and cigarettes), and actual use of these substances while in school (getting high). Results indicate that while there is variation in perceptions of variables not under the parents' or schools' control (such as assignment of schools, student friends' aspirations) as good predictors of school violence, both parents and students see some practices and policies as

Addressing Common versus Rare Problems.
PUB DATE- 98
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Access to Information; Anxiety; Counseling Psychology; Drug Addiction; Eating Disorders; *Information Seeking; *Information Sources; Online Systems; *Reliability; *World Wide Web
IDENTIFIERS- Parenthood; *Web Sites

The Internet provides a new means of obtaining psychological health care, but Internet site quality varies widely. To help in the search for reliable information in cyberspace, a ratings scale, which assesses six dimensions of site quality (accuracy, practicality, normalization, sense of belonging, referral, and feedback mechanisms) is offered here. Three hundred sixty-five web sites were evaluated on the 6 dimensions over an 11-week period on a 5-point scale. Descriptive information about the nature of the sources is supplied, allowing for comparisons of the relative quality of the available sites across the different content domains: anxiety disorders, parenting problems, eating disorders, and chemical dependency. Site ratings indicate that the availability of quality resources is associated with the prevalence of the problems being targeted. Common phenomena, such as parenting problems and chemical dependency, attract greater interest and resources for site development than do rarer conditions. Eating disorders are covered in a large number of high-quality sites, which may be attributable to the perception that this group of consumers is relatively affluent and well educated. Only 65% of sites could be re-accessed, indicating that marginal sites become abandoned, go out of business, or close for other reasons. Site surveys show that anxiety disorders sites feature subtle advertising of particular products, as do the chemical dependency sites. (RJM)

ED 415 479   CG 028 279

Ledez, John
Behaviour Management in Schools: Summary Overview.
PUB DATE- 94
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Behavior Modification; *Classroom Techniques; Educational Environment; Elementary Secondary Education; Foreign Countries; Models; Power Structure; Program Development; *Student Behavior; Student School Relationship; Teacher Student Relationship
IDENTIFIERS- *Behavior Management; Respect

Numerous approaches to behavior management in schools have been offered but many of these rely on strategies or procedures. A different kind of approach, which focuses on essential principles, is offered here. It includes a range of suggestions, but application of its principles depends on the particular school and community. The position adopted here is that human functioning is too complex to be governed by a few definite rules--that in any situation, those who make decisions about organization, procedures, and arrangements must constantly monitor and think about what is happening and then make the appropriate adjustments. The plan opens with an overview of how to conceptualize behavior problems, followed by cues professors use to indicate their lecture organization. A third part of the curriculum focuses on reading skills and strategies. Implementation of the assessment and the curriculum occurred at eight sites during the final year of the three-year program. Results of implementation in three classes at Madera High School indicate significant increases in student academic language skills. Detailed evidence from the field tests and curriculum implementation led to the conclusion that academic language is a second language for all students from all backgrounds. (Appendixes contain information for Fund for the Improvement of Postsecondary Education; six figures of data; dictionary and vocabulary icon examples; normative descriptive information and writing score rubrics; academic language pretest and posttest; and a 14-item list of presentations and publications of the program.) (RS)

ED 415 499 CS 013 031

Sanacore, Joseph
Encouraging All Children, Including At-Risk Learners, To Make Choices about Their Literacy Learning.
PUB DATE- 98
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Audiotape Recordings; Classroom Environment; Classroom Techniques; Elementary Education; *High Risk Students; *Reading Aloud to Others; Reading Habits; *Reading Material Selection; Student Empowerment
IDENTIFIERS- Learning Environment

At-risk students and their nondisabled peers profit from opportunities to make choices about their literacy learning. While not a panacea, experiencing self-determination in school empowers students in ways that will last a lifetime. Literacy educators can encourage a positive momentum in this direction by demonstrating how to select reading materials; providing time during the school day for reading immersion; engaging in read-alouds to expose students to a wider variety of resources than they would experience in their own; and using teacher-made and commercially prepared tape recordings of books. These strategies set the stage for learners to experience success, as they pursue a sense of self-determination. (Contains 14 references and a 10-item list of works of children's literature cited.) (RS)

ED 415 500 CS 013 039

The Little Red Reading Book: Research on Reading Instruction.
PUB DATE- 97
NOTE- 26p.; A component of the "Illinois Right To Read" Initiative.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Beginning Reading; Classroom Environment; Decoding (Reading); Instructional Effectiveness; Primary Education; *Reading Instruction; Reading Research; *Reading Skills; Teaching Methods
IDENTIFIERS- Alphabetic Principle; *Illinois; Phonemic Awareness

Based on proven research, this booklet summarizes essential information of how children learn to read and how to teach

ED 415 520 CS 216 171

Rubenstein, Susanne
Go Public! Encouraging Student Writers To Publish.
PUB DATE- 98
NOTE- 226p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Class Activities; *English Instruction; Intermediate Grades; Language Arts; Middle Schools; Secondary Education; *Student Development; Student Publications; Writing (Composition); *Writing for Publication; *Writing Instruction; *Writing Processes
IDENTIFIERS- *Authorship

This book is intended for middle and high school teachers who are committed to the process-writing model and are eager to encourage their students in the last step of the process--publication. The book offers specific writing ideas and classroom activities that help students develop the confidence and ability to publish in a wide market, and it features an extensive list of commercial markets and writing contests open to young writers. The book also addresses the issue of evaluation and guides teachers in turning their classrooms into writing communities whose members work together to recognize and reward each writer. This book can serve as a handy reference guide to publishing opportunities for students (a comprehensive appendix lists nearly 150 publishing opportunities for young writers) and as a useful collection of writing ideas that teachers can use within their established English/language arts curriculum. Appendixes include: a comprehensive 150-item list of publishing opportunities--the Market and Control lists; electronic submissions; resources of technical advice for young writers; and sample formats for cover letters and manuscripts. (NKA)

ED 415 521 CS 216 173

Moore, Linda B.
Citizen Responsibility by and for Part-Time Faculty.
PUB DATE- 97
NOTE- 13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (48th, Phoenix, AZ, March 12-15, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adjunct Faculty; *English Departments; Higher Education; Nontenured Faculty; *Part Time Faculty; Work Environment; *Writing Teachers
IDENTIFIERS- Academic Community; Faculty Attitudes; *Teaching Perspectives; *Temporary Employment

In a personal narrative reflecting on 27 years of teaching, an adjunct faculty member realizes that she knows quite a bit firsthand about the adjunct. Judith Gappa and David Leslie, in their 1993 book, "The Invisible Faculty," state that budgets

Internet; *Journalism; *Mass Media Effects; *Mass Media Role; Media Research; *News Media; Political Attitudes; Presidential Campaigns (United States); Public Relations
IDENTIFIERS- Faculty Attitudes; Generation X; Issue Salience; *Media Ethics; *Political Advertising; Television News Magazines

The Mass Communication and Society section of the Proceedings contains the following 11 papers: "A Cynical Press: Coverage of the 1996 Presidential Campaign" (Sandra H. Dickson, Cynthia Hill, Cara Pilson, and Suzanne Hanners); "JMC Faculty Divided: Majority Finds Dozen Uses for Research" (Fred Fedler, Maria Cristina Santana, Tim Counts, and Arlen Carey); "Consequences of Negative Political Advertising Exposure" (Wayne Wanta, James B. Lemert, and Tien-tsung Lee); "Sensational: A Comparison of Content and Presentation Styles of the '60 Minutes" and 'Dateline NBC' Television News Magazines" (Patrick J. Sutherland); "Issue Salience and the Third-Person Effect: Perceptions of Illegal Immigration in a Southwestern Region" (Frances R. Matera and Michael B. Salwen); "Truth and Consequences: Media Ethics and the Movement to Minimizing Harm" (Sharon Logsdon Yoder and Glen L. Bleske); "Public Information and Public Dialogues: An Analysis of the Public Relations Behavior of Newspaper Ombudsmen" (Craig Sanders and Neil Nemeth); "Who's Responsible for Journalism?" (John H. McManus); "Of Sports Pages and Bad Attitudes: An Investigation of the Relationship between Attention to Sports Media and Attitudes towards Women's Sports" (Lisa M. Weidman); "Trusting the Media and 'Joe from Dubuque' Online: Comparing Internet and Traditional Sources on Media Credibility Measures" (Thomas J. Johnson and Barbara K. Kaye); and "The Legitimization of Generation X: A Case Study in Status Conferral" (Rebecca Chamberlin). Individual papers contain references. (CR)

ED 415 540 CS 509 665

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (80th, Chicago, Illinois, July 30-August 2, 1997): Media Management and Economics.
PUB DATE- 97
NOTE- 315p.; For other sections of these Proceedings, see CS 509 657-676.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Childrens Literature; *Economic Factors; Journalism; *Mass Media Role; Media Research; News Media; *Newspapers; *Publishing Industry; *Television; World War II
IDENTIFIERS- High Definition Television; Indiana; Journalists; Kentucky; Market Research; *Media Management; Stock Market

The Media Management and Economics section of the Proceedings contains the following 14 papers: "The Case Method and Telecommunication Management Education: A Classroom Trial" (Anne Hoag, Ron Rizzuto, and Rex Martin); "It's a Small Publishing World after All: Media Monopolization of the Children's Book Market" (James L. McQuivey and Megan K. McQuivey); "The National Program Service: A New Beginning?" (Matt Jackson); "State Influence on Public Television: A Case Study of Indiana and Kentucky" (Matt Jackson); "Do Employee Ethical Beliefs Affect Advertising Clearance Decisions at Commercial Television Stations?" (Jan LeBlanc Wicks and Avery Abernethy); "Job Satisfaction among Journalists at Daily Newspapers: Does Size of Organization Make a Difference?" (Kris

IDENTIFIERS- Performance Studies (Speech)

Dynamic classroom role-playing is an essential ingredient in interpretation and performance if the student actor is to learn the technical skills of believable characterization. One of the first classroom performance principles in playing the role is for the student actor to read the playscript with a critical eye to grasp the creative suggestions that are implied in the dialogue, the narrative, and the stage directions. The actor then translates them into a character interpretation that features concrete, specific actions and movements. He or she also needs to cultivate a mental symbol that helps to clearly define the suggested character. Classroom performance exercises provide an excellent foundation to support and reinforce further creative exploration by individual instructors. Participatory activities stimulate awareness of the basic principles of character development and role-playing based upon observation, mental symbols, and visualization. Exercises may be supplemented with pre- and post-assigned discussion, reading, and evaluation to promote increasingly more complex analysis or interpretation techniques that might extend and enrich classroom role-playing and characterizations. Exercises are intended to promote a classroom atmosphere of relaxed inquiry and "risk-free" exploration that encourage student actors to define a more individual, personal style of performance. Some of the suggested exercises, each with its own approach, are: "Sardines Today"--promoting awareness of mental symbols; "Mime 'N Movement"--helping to understand the role movement plays; and "The 'Found' Voice"--helping expand vocal variety in performance. (CR)

ED 415 559　　　　CS 509 690

Dixson, Marcia D.

Integrating the Contexts of the Hybrid Basic Course: Using Systems and Social Construction Theory.

PUB DATE- 97

NOTE- 26p.; Paper presented at the Annual Meeting of the National Communication Association (83rd, Chicago, IL, November 19-23, 1997).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Classroom Techniques; *Course Content; Higher Education; *Instructional Innovation; Integrated Activities; *Interpersonal Communication; *Introductory Courses; *Organizational Communication; *Public Speaking; Systems Approach; Teaching Methods

IDENTIFIERS- Social Construction

Communication as a discipline is studied in varied contexts: interpersonal, group, organizational, mediated, and public communication. To make clear to students the commonness and not the differences among the contexts, the hybrid basic course should not be taught in separate units as if group communication were a different species from interpersonal, mediated, organizational, or public speaking. Two primary decisions for integrating the basic communication course concern pedagogy and content. For example, using social construction theory as the foundation theory, students could discuss, in small groups, the ways they influence others' behavior, thoughts, and self-esteem--considering the role of communication in this process. They then could produce a paper and a speech. This approach integrates interpersonal

PUB DATE- 97
NOTE- 188p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Administration; Administrator Responsibility; Educational Finance; Expenditures; Federal Aid; Financial Support; *Grants; Grantsmanship; *Guidelines; Program Guides
IDENTIFIERS- Department of Education; *Grant Administration and Payment System; *Grant Recipients

Information that payees need for program operation, as well as guidelines for grants and contracts paid through the Grant Administration and Payment System (GAPS), is provided in this guide. The guide is intended to help users understand their responsibilities in expediting payments, in completing forms and reports, and in controlling federal cash received through GAPS. The text is divided into eight chapters and begins with an overview of identification numbers, such as the D-U-N-S number issued to payees for institutions by Dun and Bradstreet, and a Social Security Number (SSN) for individuals. Chapter 2 focuses on how the Department of Education (DED) makes payments, covering such topics as award periods and receiving education funds. Ways to modify payment requests and procedures for reporting expenditures are discussed in chapters 3 and 4, and how to control payee's funds and how to return federal funds are detailed in chapters 5 and 6, respectively. Some of the other grant programs under auspices of ED are outlined in chapter 7. The manual closes with a review of governing authorities, related processes, and legislation. The appendixes, comprising half of the document, include: (1) GAPS External Access User's Guide; (2) Service Bureau Payment Request Procedures; (3) Four sets of instructions and covering request for advance or reimbursement, direct deposit federal cash award certification statement and federal cash quality confirmation statement; (4) excess funds notification letter and (5) remitting payments by check or FEDWIRE. A glossary of acronyms is also included. (RJM)

ED 415 579   EA 028 859

Hughes, William
Ohio Schools and Privatization: Opportunity or Risk?
PUB DATE- 97
NOTE- 15p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Organization (Chicago, IL, October 15-18, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Ancillary School Services; *Educational Economics; Efficiency; Elementary Secondary Education; *Privatization; Public Policy; State Surveys; *Trend Analysis
IDENTIFIERS- *Ohio; Profit Making Public School Management

Food service, transportation and building cleaning and maintenance are big business and are seen as candidates for privatization. In Ohio, a 30-item questionnaire was developed for the state's school district superintendents. Results were generated from the 143 questionnaires that were returned (70 percent response rate). Findings show that Ohio's school districts use private providers to deliver various management

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Civil Rights Legislation; Compliance (Legal); *Equal Opportunities (Jobs); Equal Protection; Federal Legislation; *Legal Responsibility
IDENTIFIERS- *Americans with Disabilities Act 1990; Employment Accommodations (Disabilities); *Reasonable Accommodation (Disabilities)

This brief paper uses a question-and-answer format to summarize requirements of the Americans with Disabilities Act (ADA) of 1990 related to employment of individuals who are HIV (human immunodeficiency virus) positive. Questions address the following topics: (1) eligibility of individuals who are HIV-positive or who have AIDS (Acquired Immune Deficiency Syndrome) under the ADA; (2) questions an employer may or may not ask job applicants or individuals who have been given a conditional offer of employment; (3) what is meant by "reasonable accommodation" under the law; (4) types of accommodations appropriate for HIV-positive employees (such as flex-time and additional unpaid leave); (5) confidentiality of employee records; (6) the law's requirements that only an individual whose disability poses a "direct threat" to others need not be hired or retained if otherwise qualified; and (7) requirements regarding employer-provided insurance. A listing of six resources is provided. (DB)

ED 415 599 EC 306 065

Equal Educational Opportunity and Nondiscrimination for Students with Disabilities: Federal Enforcement of Section 504. Equal Educational Opportunity Project Series, Volume II.
PUB DATE- 97
NOTE- 427p.; For volume I, see ED 406 472, for volume III, see EC 306 066.
LANGUAGE- English
EDRS Price- MF01/PC18 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Education; Behavior Disorders; *Civil Rights Legislation; *Compliance (Legal); *Disabilities; Disability Discrimination; Elementary Secondary Education; Emotional Disturbances; *Equal Education; Federal Government; Federal Legislation; *Individualized Education Programs; Learning Disabilities; Mental Retardation; *Student Placement
IDENTIFIERS- Americans with Disabilities Act 1990; Individuals with Disabilities Education Act; Rehabilitation Act 1973 (Section 504)

This report focuses on issues relating to the development of individualized education programs for and placement of students who are classified as having mental retardation, learning disabilities, behavioral disabilities, or serious emotional disturbances. The U.S. Commission on Civil Rights examined present-day barriers and inequities that deny students with these types of disabilities an equal opportunity to participate in educational programs. The report analyzes and evaluates the Office for Civil Right's (OCR) implementation, compliance, and enforcement efforts for Section 504 of the Rehabilitation Act. It discusses other Federal disability laws, such as the Individuals with Disabilities Education Act (IDEA), and Title II of the Americans with Disabilities Act, to the extent that they relate to Section 504 and public elementary and secondary education for students classified as having mental retardation, learning disabilities, behavioral disabilities, or serious training, comparative studies, past reviews, and studies covering construct design or definitions. The EEG biofeedback treatment studies are divided into case studies and multiple subject designs. Methodological considerations are examined, including subject variables, EEG reinforcement contingencies, length of treatment, EEG sampling, measures of hyperactivity, measures of attention, achievement measures, measures of IQ, measures of impulsivity, and variables infrequently studied. Fifteen of the studies reported positive results; however, small sample size and variable implementation of normal and ADHD controls are seen as limiting generalization. The studies also implemented three different EEG contingencies, further reducing comparisons. The paper concludes that, in the absence of any clearly defined and proven alternative treatment for ADHD children, EEG biofeedback should be viewed as an efficacious adjunctive treatment. (Contains approximately 120 references.) (Author/DB)

ED 415 619 EC 306 099

Christensen, Douglas D.
Statewide Educational Programs and Support Services for Children Who Are Deaf or Hard of Hearing.
PUB DATE- 97
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accessibility (for Disabled); Deaf Interpreting; *Deafness; Educational Practices; Elementary Secondary Education; *Hearing Impairments; *Integrated Services; Models; Outreach Programs; Partial Hearing; Regional Programs; Residential Programs; School Districts; Services; *State Programs; State School District Relationship; *State Standards; Statewide Planning
IDENTIFIERS- *Nebraska

This document presents principles and plans for a proposed Nebraska state program to provide integrated services to students who are deaf or hard of hearing. After an introduction which illustrates the overall model, the report identifies guiding principles for all programs serving children who are deaf or hard of hearing. Next, principles of access to programs and the school district's role are listed. The following section details the state role as it pertains to: outreach services (including technical assistance, expert consultation, materials and supplies, and financial resources); residential services (including alternative family care, cottage or group care, dormitory living, transitional living apartments, and referral to other agencies); the interpreter training program; and regional/statewide programs. Principles for regional/statewide programs are further detailed in the next section. Several brief sections then list standards for program coordination and delineate a proposed transition plan to the new program with dates beginning in June 1997, and extending through 2002. Also provided is an estimated budget for the 1997-98 transition plan. Appendices offer "promising practices" guidelines and include suggestions for parent programs, new standards for education of deaf and hard of hearing students, guidelines for sign language interpreters, a summary of the State Board action directing this plan, and new schooling standards. (DB)

ED 415 620 EC 306 100

Quinn, Mary Magee; Gable, Robert A.; Rutherford, Robert B., Jr.; Nelson, C. Michael; Howell, Kenneth W.
Addressing Student Problem Behavior: An IEP Team's Introduction to Functional Behavioral Assessment and Behavior Intervention Plans.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.; National Inst. of Mental Health (DHHS), Rockville, MD. Child and Adolescent Service System Program.
PUB DATE- 98
NOTE- 26p.; Available on the Internet at http://www.air-dc.org/cecp/resourses/problembehavior/main. htm
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Behavior Change; *Behavior Disorders; Behavior Problems; Behavioral Science Research; Educational Legislation; Elementary Secondary Education; Federal Legislation; *Individualized Education Programs; Interdisciplinary Approach; *Intervention; Legal Responsibility; Program Development; *Student Evaluation; Student Rights
IDENTIFIERS- *Functional Assessment; *Individuals with Disabilities Education Act Amend

This paper provides guidelines for conducting a functional behavioral assessment and developing positive behavior intervention plans with students who have behavior disorders or other disabilities in the context of requirements of the 1997 Amendments to the Individuals with Disabilities Education Act (IDEA). After an introduction, rights and requirements under IDEA are specified, as are the roles and responsibilities of the Individualized Education Program (IEP) team members. Next, the value of a functional assessment of behavior is presented, including examples to illustrate underlying causes for "acting out" behavior. Techniques for conducting the functional behavioral assessment are then presented and include identifying the problem behavior, indirect assessment using an informant, data analysis, and development of an hypothesis statement. The following section offers ideas for IEP teams to consider when developing behavior intervention plans. These include the formation of specific goals and objectives and specification of activities to accomplish the goals and objectives for addressing skill deficits, performance deficits, and both skill and performance deficits. The final two sections consider ways to modify the learning environment and to evaluate the behavior intervention plan. Attached are a list of organizational resources and sample forms for conducting and analyzing a behavioral assessment. (Contains 40 references.) (DB)

ED 415 637 EC 306 120

Strom, Bruce; Herl, Joe
Resources for Students with Disabilities Considering Careers in Science, Engineering and Mathematics.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 96
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Accessibility (for Disabled); Assistive Devices (for

EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Augmentative and Alternative Communication; *Beginning Reading; Classroom Techniques; Communication Disorders; Computer Assisted Instruction; *Disabilities; Emergent Literacy; Foreign Countries; Inclusive Schools; Language Impairments; Mainstreaming; Phonology; Prereading Experience; Primary Education; Reading Comprehension; Reading Instruction; *Special Needs Students; Speech Impairments; Story Reading; Story Telling; Teaching Methods; Vocabulary Development; *Writing Instruction

This book is intended to help primary grade teachers teach children with disabilities or other special needs to learn to read and write together with their peers. Each chapter focuses on a different aspect of literacy. The first chapter discusses emergent literacy and highlights strategies to help children find meaning and relevance in print materials. The second chapter discusses the use of live storytelling, story retelling, puppet dramas, and creative story writing to help children develop their concept of story. The use of nonsense words and phrases to develop children's awareness of rhyme and sounds is explained next. The fourth chapter discusses how to help children organize and express ideas in writing and includes the use of computers with children who have problems with handwriting. The fifth chapter is on vocabulary development as a component of reading with fluency and understanding. Working with children who have severe speech and language problems is the topic of the sixth chapter, which describes the use of augmentative communication techniques and supplementary literacy programs. The final chapter discusses the resources available to help classroom teachers and outlines some principles to guide planning and assessment. The book concludes with a glossary of terms and a listing of additional readings and resources including computer software. (Contains approximately 100 references.) (DB)

ED 415 655 EC 306 139

Caffrey, Jaye Andras
First Star I See.
PUB DATE- 97
NOTE- 150p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Creative Works (Literary and Dramatic) (030)
DESCRIPTORS- *Attention Deficit Disorders; *Childrens Literature; Elementary Education; Emotional Adjustment; *Goal Orientation; *Hyperactivity; *Individual Development; Self Esteem; Success

This children's novel tells the story of a young girl with attention deficit disorder (ADD) without hyperactivity and her younger brother who has ADD with hyperactivity. Trying to win a school writing contest on the topic of space and stars helps bright, imaginative Paige Bradley realize that fixing her "focusing knob" will compensate for her ADD. (DB)

ED 415 656 EC 306 186

Ysseldyke, Jim; Olsen, Ken; Thurlow, Martha
Issues and Considerations in Alternate Assessments. Synthesis Report 27.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington,

March 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Action Research; *Classroom Research; Classroom Techniques; Curriculum Development; *English (Second Language); Foreign Countries; *Instructional Improvement; Instructional Materials; Material Development; Media Selection; Problem Solving; Professional Development; *Research Design; *Research Methodology; Second Language Instruction; Student Evaluation

Teachers of English as a Second Language (ESL) are encouraged to conduct classroom research to (1) discover what happens when they teach and students try to learn, assess and improve teaching practices; monitor innovations in teaching, syllabus, or materials; and investigate problems in the classroom. Simple steps are outlined: developing a plan of action to change or improve what is occurring; implementing the plan; observing the effects and the context in which they occur; and reflecting on the results. The teacher is guided through the process of: formulating a research question from among a variety of issues, based on teacher experience or student comments; checking to see if other teachers and researchers have addressed similar problems; collecting data using diaries, interviews, questionnaires, tests, observation, and field notes; and reviewing the data with the research question in mind. (Contains 9 references.) (MSE)

ED 415 674 FL 024 853

Nasu, Tsuneo
Language Attitudes in the Second Generation Japanese Group in Melbourne.
PUB DATE- 97
NOTE- 18p.; Paper presented at the Annual Meeting of the International Conference on Language and Social Psychology (University of Ottawa, Ontario Canada, May 16-20, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *English (Second Language); Ethnicity; Foreign Countries; High School Students; High Schools; *Immigrants; *Japanese; *Language Attitudes; *Language Maintenance; Language Research; Mothers; Parent Child Relationship; *Parent Influence; Questionnaires; Second Language Learning; Sociolinguistics
IDENTIFIERS- *Australia (Melbourne); Cross Generational Studies; Japanese People

This study investigated language attitudes and Japanese language maintenance among a group of second-generation Japanese in Melbourne (Australia). Subjects were 66 Japanese high school students (second-generation) attending Japanese-language schools and 109 Japanese mothers (first-generation) self-identified as Japanese-identity, non-Japanese-identity, and indifferent to ethnicity. The latter group was further divided into war brides, Non-Japanese-Spouse (NJS) wives, and Japanese-Spouse (JS) wives. Data were drawn from a questionnaire survey, matched-guise technique, and subjective ethnolinguistic vitality survey. Results suggest that social identity determines children's language maintenance, with children of Japanese war brides likely to shift most rapidly to English, followed by those of NJS wives. Overall, children's Japanese are graphed. In summary, these leaders see themselves as both globally and locally concerned about language teaching, and as a group of teachers who are in the process of becoming a profession and of setting their own agenda. A number of additional trends were identified by respondents, some of which, it is contended, appear contradictory and require clarification. Contains 46 references. (MSE)

ED 415 694 FL 025 002

White, Martin; White, Diane
First Things First: Writing the Research Proposal.
PUB DATE- 97
NOTE- 11p.; In: Classroom Teachers and Classroom Research; see FL 024 999.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Classroom Research; Classroom Techniques; *Proposal Writing; *Research Methodology; *Research Proposals; *Second Language Instruction; Second Languages; Technical Writing; Writing Strategies

This guide outlines the process for writing a research proposal for classroom research on second language teaching, and suggests that this process is an important step in the process of planning and implementing the study itself. The format of such a proposal is first outlined, and each element (title, introduction, methodology, analysis, statement of significance) and sub-element (context, literature review, research questions/hypotheses, subjects, research design, data collection, data organization, statistical procedures) is defined and discussed, offering practical suggestions for conceptualization and organization. A sample research proposal for a study of teachers' question-asking behavior is appended. Contains four references. (MSE)

ED 415 695 FL 025 003

Riley, Paul
Literature Reviews: Obtaining Perspective.
PUB DATE- 97
NOTE- 7p.; In: Classroom Teachers and Classroom Research; see FL 024 999.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Classroom Research; Classroom Techniques; Foreign Countries; *Information Seeking; *Literature Reviews; *Research Methodology; Second Language Instruction; *Second Languages; *Technical Writing; Writing Skills; Writing Strategies

The role of the literature review in a research project is discussed, in the context of classroom research on language teaching. The discussion is intended for teachers undertaking such research with little or no experience, and offers step-by-step guidelines for conducting and using a review of literature in second language learning. First, literature review is defined and its role at different stages in the research is discussed briefly. The initial general survey of literature is

Students" (Elba I. Reyes, Candace S. Bos); "Literature-Based Cognitive Strategy Instruction for Middle School Latino Students" (Robert T. Jimenez, Arturo Gamez); "Instructional Strategies and Techniques for Middle School Students Who Are Learning English" (Anne Graves); Effective Instruction for High School English Language Learners" (Anna Uhl Chamot); Preparing Text and Classroom Materials for English Language Learners: Curriculum Adaptations in Secondary School Settings" (Jana Echevarria); and "Productive Teaching of English Language Learners: What We Know and Still Need to Know" (Sharon Vaughn, Gersten). (MSE)

ED 415 716 FL 025 026

Baldwin, Leslie D.
Negotiating Meaning in a Deaf Bilingual Setting.
PUB DATE- 97
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bilingual Education Programs; *Bilingualism; *Classroom Communication; Classroom Techniques; *Deafness; Elementary Secondary Education; Language Role; Language Usage; *Literacy Education; Qualitative Research; Teacher Behavior; Teacher Role
IDENTIFIERS- *Scaffolding; Vygotsky (Lev S); Zone of Proximal Development

A qualitative study was undertaken in a bilingual school for the deaf to examine how meaning is negotiated during literacy events in this setting. Analysis was conducted with reference to Vygotsky's theory of the Zone of Proximal Development, similar to the theory of scaffolding, in which one who is more "expert" enables one or more "apprentices" to learn or do more than they could on their own. Data were gathered through classroom observation, teacher interviews, and documentation of students' hearing status. The three teacher informants were third-, seventh- and ninth-grade teachers. It was found that each teacher used different kinds of leading (scaffolding) within routines to achieve linguistic purposes. One teacher's method featured basic development and awareness of language and communicative competence in the context of emerging literacy. A second approach was the use of discussion and discovery to help students negotiate meaning and develop metalinguistic awareness. The third was to build on pre-existing metalinguistic awareness to encourage negotiation of meaning in more advanced reading and writing, grounded in whole literature and students' own writing. These carefully selected and structured tasks provided the opportunity for more able language users to be models and act as teachers. Contains 17 references. (MSE)

ED 415 717 FL 025 027

Schraeder, Laura L.
Teaching Narrative Writing through the Collaborative Funnel.
PUB DATE- 97
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

Methods; Foreign Countries; Health Services; Higher Education; Institutional Research; Instructional Effectiveness; Master Teachers; *Quality Control; Student Evaluation; Student Evaluation of Teacher Performance; Teacher Education; *Teacher Effectiveness; Teaching Styles; Total Quality Management
IDENTIFIERS- *United Kingdom

This book, written from a British perspective, presents 17 papers on quality assurance in teaching at the university level. The first eight papers address issues of assuring quality and include: (1) "Quality Assurance for University Teaching; Issues and Approaches" (Roger Ellis); (2) "A British Standard for University Teaching?" (Roger Ellis); (3) "Total Quality Management through BS 5750: A Case Study" (Susan Storey); (4) "Quality Assurance in Health Care: The Implications for University Teaching" (Dorothy Whittington and Roger Ellis); (5) "Quality Assurance through Course Validation and Review" (Norman Gibson); (6) "Assuring Quality through Student Evaluation" (Maurice Stringer and Catherine Finlay); (7) "Institutional Research and Quality Assurance" (Roger Woodward); and (8) "University Teaching: A Professional Model for Quality" (Lewis Elton). The next five papers are concerned with identifying quality; they include: (9) "Teaching Styles of Award-Winning Professors" (Jerry M. Lewis); (10) "The First Distinguished Teaching Award in the United Kingdom" (Elaine Thomas); (11) "Expert Teachers' Perceptions of University Teaching: The Identification of Teaching Skills" (Christine Saunders and Eric Saunders); (12) "Teaching Standards from Quality Circles" (Jennifer Boore); and (13) "Effective Teaching" (George Brown). The final four papers are concerned with developing quality, and include: (14) "Appraisal Schemes and Their Contribution to Quality in Teaching" (Saranne Magennis); (15) "Staff Development and Quality Assurance" (Sandra Griffiths); (16) "Teacher Training for University Teachers?" (John Dallat and Gordon Rae); and (17) "Quality in Teaching and the Encouragement of Enterprise" (Ann Tate). (Individual chapters contain references.) (DB)

ED 415 736 HE 030 841

Warner, David, Ed.; Crosthwaite, Elaine, Ed.
Human Resource Management in Higher and Further Education.
PUB DATE- 95
NOTE- 217p.; Published by Open University Press.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Books (010), Collected Works - General (020)
DESCRIPTORS- Administrator Education; Adult Education; Change Strategies; College Administration; Communication Skills; Diversity (Faculty); Educational Environment; Faculty College Relationship; Foreign Countries; *Human Resources; Information Management; Labor Legislation; Labor Relations; *Personnel Management; Postsecondary Education
IDENTIFIERS- *United Kingdom

This book presents 13 papers which address human resource management in universities and colleges of further education in the United Kingdom. A list of abbreviations precedes the papers. The papers are: (1) "Setting the Scene" (Elaine Crosthwaite and David Warner); (2) "Managing Change" (David House and David Watson); (3) "Developing a Human Resource Strategy" (Elizabeth Lanchbery); (4) "Managing Diversity" (Rebecca Nestor); (5) "The Learning Organization" (Jennifer Tann); (6) "Effective Communication" (Jo Andrews); (7) "Managing and Rewarding Performance" (David Bright and Bill Williamson); (8) "Executive Recruitment" (Diana Ellis); (9)

Saturdays) and one summer of intensive study. Students who successfully completed the program earned approximately one semester of college credit. Students also received full financial aid and were placed in the honors program at Shaw if they completed the program with a B or better average and attended Shaw University. The program also provided participants with academic and support services such as tutoring and counseling. Project evaluation indicted that all participants completed high school, a vast majority completed the program, over 90 percent entered college, most of the students majored in teacher education, and more than 50 percent qualified for the honor roll at Shaw University. Appended are three letters from program participants. (DB)

ED 415 755   HE 030 899

Rackin, Donald
The Senior Mentoring Service at Temple: A Three-Year FIPSE Grant.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 94
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Beginning Teachers; College Faculty; *Faculty Development; Higher Education; *Mentors; Tenured Faculty
IDENTIFIERS- Junior Faculty; Retired Persons; *Temple University PA

This 39-month project at Temple University (Pennsylvania) provided mentoring services by retired senior professors to untenured, full-time junior faculty. The program has involved a total of 58 junior faculty from 20 disciplines and 15 retired professors from 10 disciplines. Mentors received a stipend of $500 per protege per semester. The mentors met regularly with their proteges for confidential discussions of any aspect of teaching and professional development. The program was based on three elements: all mentors were retired (thus would play no role in future decisions regarding contract renewal, tenure, or promotion), all transactions between mentoring pairs were confidential, and all participants were volunteers. Among activities pursued by the mentoring pairs were mentors' observations of proteges in actual classroom situations; mentors' review of course syllabi, experiment designs, and examinations; and mentors' advice on grading, professional networking, and research/publication. Evaluation indicated that program participants, both mentors and proteges, found the program effective and enjoyable. A booklet and brochure about the program are appended. (DB)

ED 415 756   HE 030 900

Millis, Barbara J.; Cottell, Philip G., Jr.
Cooperative Learning for Higher Education Faculty. Series on Higher Education.
PUB DATE- 97
NOTE- 282p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Active Learning; Classroom Techniques; College

worked on developing course goals, materials, and evaluation materials. Three publications resulting from the project are appended: (1) "Developing a Course on the Ethics of Scientific Research: A Guidebook for Faculty," which includes course goals and plans and a course reading list, (2) a table of contents for "A Coursebook for Research Ethics," and (3) "Ethical Issues in Scientific Research: Evaluation of Faculty Development" (Ronald M. Green). (CH)

ED 415 774 HE 030 920

Grayson, J. Paul
Follow-up Survey of Strike Impact.
PUB DATE- 97
NOTE- 9p.; For related documents, see ED 406 954 and HE 030 921.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Activism; Anxiety; *College Environment; *College Faculty; College Students; Conflict Resolution; Cost Effectiveness; Focus Groups; Foreign Countries; Higher Education; Organizational Communication; Stress Variables; Student Attitudes; *Student School Relationship; *Teacher Strikes
IDENTIFIERS- *York University ON

During a faculty strike at York University (Ontario), two telephone surveys were undertaken to assess student perceptions of the strike. The first survey was taken during the fifth and sixth weeks of the strike, with the objective of documenting the experiences of students while the strike was on. The questionnaire for this survey was developed with the help of input from student focus groups. The second, undertaken 5 months after the strike, measured post-strike experiences and attitudes. Respondents for the first survey included 502 randomly selected full-time undergraduate students in several disciplines; in the second survey 83 percent of the original students were reinterviewed. This report, digested from the complete report, briefly describes the survey's methodology and results, noting the effect the strike had on student schedules, academic achievement, and course completion; its economic impact; and student attitudes towards faculty and staff. It also measured degree of support for the union. The post-strike survey showed effects enduring well beyond the strike period. Although an insignificant number of students left York University because of the strike, a slim majority remained bitter about the conflict; student satisfaction with academic programs remained lower than before the strike. (CH)

ED 415 775 HE 030 921

Grayson, J. Paul
Student Hardship and Support for a Faculty Strike.
PUB DATE- 98
NOTE- 35p.; For related documents, see ED 406 954 and HE 030 920.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Activism; *Anxiety; College Environment; *College Faculty; *College Students; Conflict Resolution; Foreign Countries; Higher Education; Organizational Communication; Stress Variables; *Student Attitudes; Student School Relationship; *Teacher Strikes
IDENTIFIERS- *York University ON

During a faculty strike at York University (Ontario), two of student responses to the critiquing process used in the project. The subjects, all professional educators, included all students who were currently enrolled or had graduated in the last 4 years. Data collected from the student cohort (n=10) during the first semester of graduate study (when they were first introduced to the scholarly writing process), included students' written and verbal reactions and journal entries documenting their reactions. Additional data was derived from focus interviews with all students (n=37) over the four-year period. Analysis of the data showed that the critiquing process was perceived as the most influential element in understanding the scholarly writing process and producing an adequate scholarly product. Although most students expressed doubts before beginning the course about their ability to critique others, by the end of the course, most felt the process allowed them to view their own writing more objectively (although some still expressed uncertainty about the critiquing process). (Contains 21 references.) (CH)

ED 415 793   HE 030 939

Honigman, Robert D.
University Secrets. Your Guide to Surviving a College Education.
PUB DATE- 97
NOTE- 324p.; Foreword by Zelda F. Gamson.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Administrative Policy; Administrative Principles; College Faculty; College Housing; College Instruction; *College Role; *Educational Change; Educational Facilities; Faculty College Relationship; Faculty Recruitment; Government Role; Graduate Study; Higher Education; In Loco Parentis; Institutional Administration; Institutional Mission; Institutional Role; *Role of Education; Student Recruitment; Student School Relationship; Undergraduate Study; Universities
IDENTIFIERS- University of Michigan

This book views the modern university as a dichotomous institution. On the one hand, it is a distinguished and noble institution, dedicated to preserving and advancing civilization; on the other, it is amoral, hungering for power, and exploitative of the weak and powerless, with faculty and administrators caught in the conflict between the goals of the institution and the needs of students and the public. Beginning in the 1960s, a sudden and rapid increase in federal research funding redefined universities as research centers rather than as education centers, with the result that student services such as housing and food service were rationed, student power and influence diminished, and student issues became secondary. Chapters address such topics as: the origins of the university, administrative convenience and institutional efficiency, institutional patriotism, destruction of the student community, "in loco parentis" academic counseling, out-of-control growth, faculty and student alienation, "buying" of graduate students and famous faculty, the preference for research over teaching, the grading system, specialization, the hidden costs of federal research, the medical health center, the tracking system, sex and race, trustees and governance, the German university system, and why institutions fail. Appended are 10 published op-ed editorials and a bibliography of op-ed articles. (Contains approximately 225 references.) (CH)

DESCRIPTORS- Adult Education; *Computer Simulation; Experiential Learning; *Learning Strategies; Models; Multimedia Instruction; *On the Job Training; *Simulated Environment; Teaching Methods; *Technological Advancement
IDENTIFIERS- *Advanced Learning Environment

Leading-edge technologies, integrated with emerging educational methodologies, make the Advanced Learning Environment (ALE) model cost effective and efficient for learning. The ALE integrates virtual reality and other enabling technologies such as natural language processing, animation, video, courseware, sound, projection, CD-ROM, and distance learning, with advanced educational methodologies, learner questions, records, and tracking to present optimal learning environments. The resulting multimedia environment is well suited for acquiring cognitive skills and knowledge about the processes, procedures, and sequence of actions necessary to perform an assigned task. The process for creating the ALE includes determining the tasks to be performed, the skills required for performing the task, and the optimal learning environment for acquiring these skills. In the ALE, educational methodologies are modified so that learners can do the following: (1) learn through tasks, projects, and assessments that integrate information across subject matter; (2) learn by selecting among the full range of technology-based tools, resources, and methods; (3) work constantly with real-world projects, problems, and activities; (4) work on different projects, either in a group or singly, in a variety of areas; and (5) collaborate, communicate, and interact with other learners, the instructor, and other workers on the job, as part of learning. The components of the ALE include state-of-the-art facilities, infrastructure, materials, a training support package, and evaluation. (KC)

ED 415 349 CE 075 470

Seagraves, Liz, Ed.
Leading the Way. Report of Employers Whose Companies and Employees Took Part in the Learning in Smaller Companies (LISC) Project.
SPONS. AGENCY- Department for Education and Employment, London (England).
PUB DATE- 96
NOTE- 27p.; For a related document, see CE 075 470. Funding also received from the Forth Valley Enterprise, Stirling, Scotland.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; *Education Work Relationship; Educational Environment; *Employer Attitudes; Entrepreneurship; Foreign Countries; Organizational Development; Program Effectiveness; School Business Relationship; *Small Businesses; *Work Experience Programs
IDENTIFIERS- Learning Organizations; *Scotland

This document is written by employers whose companies participated in the Learning in Smaller Companies (LISC) project, during which a university and two further education colleges created a number of work-based learning schemes for employers in small and medium-sized enterprises in Scotland. The foreword (Peter Swinson) discusses the importance of collaboration between education and industry. In a section on the purpose of the project, the importance of education to a high quality work force and company success is emphasized. The roles of management and employees in work force education and work force development are discussed in the introduction

*Educational Practices; Elementary Secondary Education;
*Learning Activities; *State Standards; *Vocational Education;
*Work Experience Programs; World Wide Web
IDENTIFIERS- *New York

This guide is a compendium of activities for use with students in grades K-12 and adults that clearly depict how school-to-work concepts (including applied learning, career education, and work-based experiences) translate into classroom practice to support the New York State Learning Standards. The guide begins with an introduction that explains how educational practices were selected for inclusion in the guide. Presented next are the New York State Learning Standards for the following subject areas: English; the arts; health, physical education and family and consumer science; career development and occupational studies; languages other than English; mathematics, science, and technology; and social studies. Learning standards matrices are provided that detail the New York State Learning Standards addressed by each best practice. The remaining four sections contain descriptions of a total of 66 school-based, work-based, and connecting activities. Of those activities, 18 are intended for elementary school students, 14 are intended for middle school students, 30 are intended for high school students, and 4 are intended for adults. Also included is an index referencing all activities included in the "New York State School-to-Work Best Practice Guide" on the World Wide Web. (MN)

ED 415 367 CE 075 534

Ohio's NEW Team: Nontraditional Employment for Women. A Cooperative Effort for Positive Change. Final Report.
PUB DATE- 97
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Agency Cooperation; Career Awareness; Cooperative Planning; Education Work Relationship; Employment Programs; Information Dissemination; *Nontraditional Education; *Nontraditional Occupations; Occupational Information; *Partnerships in Education; Program Effectiveness; Skilled Occupations; *Statewide Planning; Teamwork; *Womens Education; Workshops
IDENTIFIERS- Action Plans; Job Training Partnership Act 1982; *Ohio

The Ohio NEW (Nontraditional Employment for Women) Team is a collaborative team of public and private agencies that was formed in 1993 to promote nontraditional careers for women in Ohio by offering information on nontraditional career choices to all female customers served in Job Training Partnership Act (JTPA) programs with other partner agencies and community programs. The project was implemented in three phases as follows: community capacity building workshops; development of NEW action plans in all 30 Ohio service delivery areas (SDAs); and implementation of the action plans. The Ohio NEW Team marketing committee created a marketing kit that contained software, a video, and print materials. The kit was distributed to SDAs for use in promoting nontraditional careers. The NEW Team has also developed mechanisms for continuing to pursue its goal of increasing the numbers of Ohio women in nontraditional training and employment by providing the following forms of technical assistance to SDAs: statewide training and review meeting; midpoint reviews of the SDAs and dissemination of the results to all 30 SDAs; and publication of equity newsletters

IDENTIFIERS- *Return on Investment; *Texas

Texas is developing a return-on-investment (ROI) measure to assess the cost-effectiveness of work force programs. Emphasis is on issues related to conducting cross-program ROI analysis at the level of the Local Workforce Development Board (LWDB) in career or one-stop centers. To make the most appropriate and effective use of ROI, the following must be determined: how the measure is to be calculated; which benefits and costs can and will be accounted for; how they are to be measured; from which perspective the measure will be calculated; and what time period will be covered. A study of the use of ROI with Job Training Partnership Act (JTPA) adult and youth training programs identified five benefits: simplicity of interpretation; low cost of measurement; usefulness as a local marketing tool; ability to improve communications with private industry councils; and ability to best allocate resources. Five limitations were also found: lack of control group for determining net impact of training services; lack of a consistent methodology for comparing returns across local providers; non-JTPA services for which ROI models assume credit; nonmonetary benefits that were not accounted for; and limited availability of data. Key issues in conducting cross-program ROI analysis of Texas' work force development programs at the LWDB level are as follows: purpose, perspective, net or gross measurement, within- or cross-program, benefit measurement, cost measurement, and timing of measurement. Steps have been recommended for implementing an ROI measure. (YLB)

ED 415 385 CE 075 586

Focus on Basics, 1997.
SPONS. AGENCY- National Inst. on Postsecondary Education, Libraries, and Lifelong Learning (ED/OERI), Washington, DC.
PUB DATE- 97
NOTE- 103p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Action Research; Adult Basic Education; *Adult Education; *Adult Literacy; Beginning Reading; Computer Uses in Education; *Content Area Reading; Curriculum Development; *Educational Practices; *Educational Research; Educational Technology; English (Second Language); Functional Literacy; Intergenerational Programs; Internet; Mathematics Skills; Multicultural Education; Nongraded Instructional Grouping; Participatory Research; Partnerships in Education; Reading Skills; Remedial Reading; Research Methodology; Silent Reading; Skill Development; Student Centered Curriculum; Teaching Methods; *Theory Practice Relationship; Workplace Literacy

Together, these four newsletters contain 36 articles devoted to adult literacy research and practice and the relationship between them. The following articles are included: "A Productive Partnership" (Richard J. Murnane, Bob Bickerton); "Welcome to 'Focus on Basics'" (Barbara Garner); "Applying Research on the Last Frontier" (Karen Backlund, Kathy Bond); "Understanding Quantitative Research about Adult Literacy" (Thomas Valentine); "An Odyssey for an Answer" (Grace Temple); "Research with Words: Qualitative Inquiry" (Glynda Hull); "Finding Out for Myself" (Eileen Barry); "On 'Reading' Teacher Research" (Susan L. Lytle); "Knowing, Learning, Doing: Participatory Action Research" (Juliet Merrifield); "A New Center for Research on Adult Learning and Literacy" (John Comings, Cristine Smith); "Learning to Love Reading" (Donna Earl); "Building a Research Agenda" (John Comings); "There's career academy approach increases students' self-reported exposure to selected dimensions of school-related support from teachers, peers, parents, and other adults. It reports that students who experience higher levels of support are more likely to give intrinsic motivations for participating in school activities and see strong connections between what they are learning in school and their futures; increases in student motivation are related to higher levels of students' self-reported engagement. Chapter 4 examines the extent to which the career academies provide teachers with supports that enhance their job satisfaction and sense of effectiveness in making a difference in their students' lives. It explores whether the structural changes created by the career academy approach are associated with differences in teachers' level of collaboration with each other, in their classroom resources and control over their work, and in their relationships with students. (Appendixes contain 57 references and data tables.) (YLB)

ED 415 404 CE 075 612

Scully, Patrick; Leighninger, Matt
Changing Faces, Changing Communities. Immigration & Race Relations, Education, Language Differences, and Job Opportunities. A Guide for Public Dialogue and Problem Solving.
PUB DATE- 97
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Activism; Adult Education; *Citizen Participation; *Community Change; *Community Cooperation; Community Development; Cultural Differences; Dialogs (Language); *Economic Change; Employment Opportunities; Immigrants; *Immigration; Racial Differences; *Racial Relations; Social Action; Social Differences
IDENTIFIERS- Study Circles

This guide is designed to involve people in study circles in discussing and taking action on community changes caused by immigration. A foreword introduces immigration and race relations, education, language differences, and job opportunities and defines study circles. Session 1 gives individuals the opportunity to share their personal experiences, stories, and views and sets the tone for open, respectful discussion in future sessions. Session 2 considers the issue of how immigration changes the community from various views. Session 3 considers the issue of how immigration changes the economic life of the community, again from various views. Session 4A provides several views about what direction a community's policies could take with regard to immigration and community change. Session 4B deals with meeting with Congressional representatives or senators, participants in other study circles in the community, or possibly state and local government officials. It offers a means of strengthening cooperation throughout the community and from different levels of government. Each session provides questions or views as starting points for discussion. Session 5 contains a list of action examples for how an individual might make a difference on immigration-related issues, including actions one might take as an individual, action projects that small groups of people can undertake, and actions that the whole community can take. Guidelines for study circle participants conclude the guide.

This bulletin is intended to help British further education colleges clarify their rationale for entering into collaborative programs, assess prospective partners, define and implement good practice at all stages of provision, and establish rigorous quality assurance procedures. Following an introduction, Further Education Funding Council requirements are outlined. A section on rationale discusses these purposes: fulfilling the college mission and helping to meet growth targets, increase revenue, and improve the financial viability of the college. Next, management models are described. The next section lists questions that need to be considered when selecting collaborative partners. Steps for setting up the partnership are then listed. A section on quality assurance suggests contents of a quality manual and then outlines activities to ensure that quality is rigorously monitored at all stages of a program: on entry (initial guidance and assessment, enrollment, learning agreement); on- program (auditing college compliance with the contract, monitoring students' experiences of learning); on exit; and achievement. These suggestions are made for use of the information collected: self-assessment, contract review, and further improvement of quality. Two case studies offer insights into how colleges and their partners have managed collaborative provision and how they and their students have benefits. One is industry based, the other--community based. Contains 16 references. (YLB)

ED 415 423 CE 075 654

Hughes, Maria
Learning with Business: FE Staff Secondments to Business and Industry.
PUB DATE- 98
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Business; Educational Finance; Foreign Countries; Industry; Inservice Teacher Education; *Job Placement; Postsecondary Education; *Staff Development; Teacher Effectiveness; Technical Institutes; *Vocational Education; *Vocational Education Teachers; *Work Experience
IDENTIFIERS- England; Wales

This report provides results of a study of placements in business and industry by 70 further education (FE) colleges and views of managers in Training and Enterprise Councils (TECs) and Education Business Partnerships (EBPs) across England and Wales. Chapter 1 reports that colleges made 848 placements; the most common purposes were upskilling and curriculum development; and more than half reported financial and administrative support from outside sources. These findings from the TEC/EBP survey are reported: placement activity was largely supported through some form of EBP/TEC structure, and the main barrier was definitional and audit constraints on use of placement funding. Chapters 2-5 contain information to assist college managers in planning and implementing useful placements in business. Chapter 2 highlights purposes and benefits; expresses colleges' rationales; and benefits to colleges, students, staff, and business. Chapter 3 lists main sources of funding, followed by examples of how colleges have used them. Chapter 4 reports placements and standards requirements and accreditation sources. Chapter 5 is a good practice guide that expands upon eight steps to plan, Standards and Equity" (Joyce Malyn-Smith, Vivian Guilfoy); and "Pregnant and Parenting Teens" (adapted from an article by Deborah Brake). Two sets of guidelines and seven activities for implementing equity in STW are divided into three categories: school-based learning, work-based learning, and connecting activities. The next section provides information on disaggregating the data. The next section consists of a Gender Equity and STW Fact Sheet and Women's Educational Equity Act Digests and articles: "The STW Opportunities Act" (Mary Wiberg); "Models for Serving All Students" (Jenny L. Erwin); "Mentoring in Educational Settings" (Olga M. Welch); "Learning from the Field" (Heidi Lynch); "Gender Equity in Vocational Education" (Debra J. Robbin); "Vocational Education in the School Reform Movement" (Sundra Flansburg); "Beyond Equal Access" (June Mark); and "Multicultural Education as Democratic Education" (Katherine Hanson). The next section lists 16 additional STW resources. A booklet, "School-to-Work: Equitable Outcomes," looks at gender in a multicultural context. It contains information on links between STW and gender equity and implementing gender-equitable STW, strategies, student equity-related competencies, equity checklist, and lists of 26 notes, 29 resources, and 12 organizations. (YLB)

ED 415 441 CE 075 700

North Carolina Annual Performance Report for the Vocational and Technical Education State-Administered Program under the Carl D. Perkins Vocational and Applied Technology Education Act of 1990, P.L. 101-392. Program Year 1996-1997.
PUB DATE- 97
NOTE- 109p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Apprenticeships; Correctional Education; Curriculum Development; Disabilities; Displaced Homemakers; Early Parenthood; Educational Legislation; Federal Legislation; High Schools; *Labor Force Development; Limited English Speaking; Models; Program Development; Program Effectiveness; Program Evaluation; Special Needs Students; *Staff Development; *State Programs; Tech Prep; *Vocational Education; *Youth Programs
IDENTIFIERS- Carl D Perkins Voc and Appl Techn Educ Act 1990; *North Carolina

For program year 1996-97, 222,639 North Carolina (NC) 9th-12th graders were enrolled in Workforce Development Education (WDE). Twenty-five curriculum products were developed, 34 course blueprints were revised to reflect business/industry practices and state/national standards, and about 3,600 business/industry personnel participated in WDE activities. Secondary programs provided 1,411 single parents, displaced homemakers, and single pregnant women with support services and employability skills. Programs funded by 17 gender equity grants provided support services and technical assistance, conducted staff development, and developed materials. The Youth Services program offered courses to help students develop marketable skills. Services were provided to 23,167 disabled and 2,107 limited English proficient students. Delivery mechanisms for professional development included satellite broadcasts, North Carolina Information Highway, Internet homepage, satellite teleconference, telephone conferences, and video segment development. Curriculum development centered on the NC Vocational Competency Achievement Tracking System. High school youth apprenticeship programs expanded. A model of NC's The also significantly associated with school violence. Specifically, aversive school climates, ineffective proactive school safety actions in response to school violence, poor enriching environments and less parental involvement are perceived by parents as accounting for most of the variance in school violence and, therefore, parental dissatisfaction with these type of schools. Students on the other hand, see predictor variables such as getting high and easy availabilty of substances of abuse as more of a problem than actual incidences of being attacked. Incidentally, enriching environments such as positive school experience, parental involvement and a child's friends' high aspirations are deterrents of school violence. Implications for school and parental practices and suggestions for future research are discussed. (Contains 50 references.) (Author)

ED 415 460 CG 028 231

Rosenthal, Robert
Interpersonal Expectancy Effects: A Forty Year Perspective.
PUB DATE- 97
NOTE- 20p.; This paper is based on an invited address given to Teachers of Psychology in the Secondary Schools as part of the American Psychological Association Convention (Chicago, IL, August 16, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bias; *Evaluation Problems; *Expectation; Longitudinal Studies; Secondary Education; *Self Fulfilling Prophecies; *Teacher Attitudes; *Teacher Expectations of Students

Interpersonal expectancy effects--the unintentional expectations that experimenters, teachers, and authority figures bring to experiments, classrooms, and other situations--can wield significant influence on individuals. Some of the issues surrounding expectancy effects are detailed in this paper. The effect itself has been recreated in experiments with subjects ranging from humans to rats. In one classroom study, children were administered a nonverbal test of intelligence, which was disguised as a test that would predict intellectual "blooming." Their teachers were then told that certain children would show surprising gains in intellectual competence during the next eight months of school. At the end of the school year, the children from whom the teacher had been led to expect the greater intellectual gain showed significantly greater gains than did other children, although the only difference was in the mind of the teacher. Numerous other studies were conducted to measure this Pygmalion effect, and some of these--the 10 Arrow Model and the Four Factor Theory--are examined here. Research has expanded to examine Pygmalion effects in management, in courtrooms, and in nursing homes. In all cases, it appears that much of the mediation in these studies of expectation is occurring by means of unintended nonverbal behavior. (Contains 17 endnotes.) (RJM)

ED 415 461 CG 028 234

Papatola, Kathleen J.
The Therapy Answer Book: Getting the Most Out of Counseling.
PUB DATE- 97
NOTE- 211p.

the importance of the respect for authority. It explores the nature of respect, implications of the respect for authority, and the mix of authority and autonomy. The process is based on four processes--teaching, counseling, supervision, and control--which, together, help students develop respect for the authority structure. It explores the methods of teaching, ways to teach good behavior, and provides a detailed explanation of the importance of control. The program stresses the centrality of the relationship between the representatives of authority and the subordinates. (RJM)

ED 415 480 CG 028 286

Mattox, John R., II
A Review of Interventions To Increase Driving Safety among Teenage Drivers.
PUB DATE- 97
NOTE- 26p.; Paper presented at the Annual Meeting of the American Psychological Association (105th, Chicago, IL, August 15-19, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accident Prevention; *Adolescents; Driver Education; Driving While Intoxicated; *Intervention; Literature Reviews; Prevention; Program Effectiveness; Safety Education; Secondary Education; Traffic Accidents; *Traffic Safety
IDENTIFIERS- *Teenage Drivers

Young drivers across the United States represent a persistent traffic safety problem. Many interventions have been imposed on these drivers but few studies have evaluated the impact of these interventions on risky behaviors or traffic safety measures. To fill this gap, a review was undertaken to examine the most rigorous methodological evaluations of youth-oriented traffic safety interventions so as to identify the most effective interventions. The results are reported here. The interventions were classified according to the ABC (antecedents, behaviors, and consequences) model of applied behavior change. Antecedent interventions include driver education, alcohol education, peer interventions, instructional parental involvement, media campaigns, and licensing policies and driving restrictions. Consequence interventions include accelerated penalties, court-ordered programs, and drinking and driving rehabilitation. Many interventions are classified as "mixed interventions" and include minimum drinking age legislation, blood alcohol concentration legislation, mandatory seat belt use, and graduated and provisional licensing. Results show that behavioral traffic interventions are highly variable in both the nature and the effectiveness of the intervention. The most effective programs employed both antecedents and consequences, instructing youth how they should or should not drive and enforcing consequences for inappropriate behaviors. Multi-component interventions, like graduated licensing, also demonstrated reductions in risk. (RJM)

ED 415 481 CG 028 287

Manlove, Jennifer; Mariner, Carrie; Romano, Angela
Positive Outcomes among School-Age Mothers: Factors Associated with Postponing a Second Teenage Birth.
PUB DATE- 97
NOTE- 49p.
LANGUAGE- English

beginning reading skills. After a foreword, the booklet discusses the Illinois Right to Read Initiative (a blueprint for significantly improving reading and literacy among students over the next five years) and summarizes the components of the Initiative. It then presents research-based core abilities that work together to create strong reading skills: phonemic awareness, alphabetic principle, sound-spelling correspondence, decoding ability, spelling skills, and comprehension skills. It then discusses 12 essential components of research-based programs for beginning reading instruction, and presents eight features of classrooms and schools that support effective beginning reading instruction. Contains the Illinois Learning Standards for reading and 12 references. (RS)

ED 415 501 CS 013 041

Maxwell, Martha
The Dismal State of Required Developmental Reading Programs: Roots, Causes and Solutions.
PUB DATE- 97
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- High Risk Students; Higher Education; *Instructional Effectiveness; *Instructional Improvement; *Reading Improvement; Reading Skills; *Remedial Reading; Required Courses

The traditional college required remedial reading course has many shortcomings: students are stigmatized by forced placement and resent the course; dropout rates are higher; and high-risk students who take the course take longer to complete degrees and take longer to shed the high-risk label. The skills taught tend to be speed, vocabulary, and comprehension which are taught in traditional ways and are often unrelated to those skills needed to understand college textbooks. Also college reading teachers may be untrained in modern theory and research, lack skills in teaching adults, and usually are not knowledgeable about what other faculty members consider academic literacy. Courses are rarely systematically evaluated so there is no incentive to change topics, or the way they are taught. There is also little evidence of these courses improving reading skills or college success. The best solution is to integrate reading, writing, and study skills directly into the courses. Teachers should design innovative curriculum and teaching strategies in reading and writing for learning which combine language activities and rely on their interaction for learning. Other alternatives are to revive college preparatory programs and summer programs that offer interdisciplinary courses. (Contains 68 references.) (RS)

ED 415 502 CS 013 044

Ahern, Jennifer; Bishop, Wendy; Briggs, Terri L.; Chapman, Joe; Davis, Kevin; Fay, Jennifer A.; Gillen, N. Kent; Harrill, Rob; Haswell, Richard H.; Loomis, Ormond; Melzer, Daniel; Methvin, Holly; Shupala, Andrew M.; Trevino, Sylvia
The Reading/Writing Connection Updated: An Annotated Bibliography.
PUB DATE- 98
NOTE- 31p.; See ED 272 848 for the earlier annotated bibliography.
LANGUAGE- English

are balanced and classes assigned on the assumption that 20 to 50% of all undergraduate sections will be taught by temporary faculty members, and that 35 to 38% of all faculty members teach part-time in colleges and universities. Gappa and Leslie note that this faculty is growing, not just numerically, but also increasingly angry. In one university's English department, during 1996's fall semester 45% of all courses were taught by adjuncts, as were 80% of the composition and professional writing courses. Generally, the adjuncts who remain at one institution for a long time are those who become involved within the department in ways other than simply teaching their classes. Some department directors, recognizing the commitment and competence of adjuncts with years of experience, consciously involve those adjuncts in the review and change of course guidelines. Some are compensated financially for assuming duties such as supervising the composition faculty and chairing committees. Responsibility for continuing education for part-time faculty is often shared by the adjunct and the university. Posting published articles and publicizing poetry readings by adjunct faculty increase part-timers' morale, heighten awareness of adjunct talent, and tighten the bond between part-time and full-time faculty members. In many cases, however, the academic community must do more for its adjunct citizens. (NKA)

ED 415 522 CS 216 175

Rose, M. Victoria; Sweda, Jennifer R.
The Effects of Guided Imagery on Low-Achieving Children's Motivation in Journal Writing Activities.
PUB DATE- 97
NOTE- 68p.; Master's Field Project, University of Virginia.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Field Studies; Grade 3; *Instructional Effectiveness; *Journal Writing; *Low Achievement; Primary Education; *Writing Attitudes; *Writing Instruction
IDENTIFIERS- *Guided Imagery; *Writing Motivation

A field project aimed to determine if the use of guided imagery affected low-achieving children's motivation in journal writing activities. Over a 4-week period, 2 weeks pre-intervention and 2 weeks post-intervention, researchers documented the number of off-task unrelated and related behaviors, fluency in the number of words written and attitudes through an attitudinal survey. The survey assessed motivation in third-grade students in an elementary school in a low socioeconomic area of Charlottesville, Virginia. After completing the field study, it was found that in 55% of the students, off-task related behaviors dropped while in 35% of the students, they rose. In both cases, 10% of the students remained the same from pre- to post-intervention. The fluency scores for the class dropped from week to week, averaging 73, 57, 50, and 39 written words. Overall, student attitudes about writing remained neutral throughout the study as determined by the surveys. Findings suggest that a writing curriculum that incorporates guided imagery can stimulate children to write; however further research is needed to provide significant statistical evidence. (Contains 17 references, and 4 tables and 7 figures of data; appendixes contain the survey instrument and additional data.) (Author/RS)

ED 415 523 CS 216 176

P. Kodrich and Randal A. Beam); "Network Affiliation Changes and Inheritance Effects" (Marianne Barrett and Charles C. Brotherton); "A Profile of Potential High-Definition Television Adopters in the United States" (Michel Dupagne); "The Effect of the VCR on the Mass Media Markets in Korea, 1961-1993: The Principle of Relative Constancy Reapplied" (Sung Tae Kim); "Entrepreneurship and Economics: Essentials of the Media Management Course" (Mary Alice Shaver); "Wage Stabilization and the Daily Newspaper Commission in World War II" (Mary Alice Shaver and Anthony Hatcher); "Newspaper Stocks and Stock Market Indicators: A Comparison and Analysis of Means of Tracking Performance" (Regina Lewis and Robert G. Picard); "Rosse's Model Revisited: Moving from Linearity to Concentric Circles to Explain Newspaper Competition" (Janet A. Bridges, Barry Litman, and Lamar W. Bridges); and "Playing the Market: Diversification as a Management Strategy among Publicly Traded Newspaper Companies" (John Carvalho). Individual papers contain references. (CR)

ED 415 541 CS 509 666

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (80th, Chicago, Illinois, July 30-August 2, 1997): Minorities and Communication.
PUB DATE- 97
NOTE- 169p.; For other sections of these Proceedings, see CS 509 657-676.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Research/Technical (143)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; American Indians; Asian Americans; Blacks; *Ethnicity; Films; Higher Education; *Journalism; Latin Americans; *Mass Media Role; *Minority Groups; *News Media; Newspapers; *Racial Factors; School Desegregation; Television; Videotape Recordings
IDENTIFIERS- Latinas; Latinos; University of Alabama

The Minorities and Communication section of the Proceedings contains the following seven papers: "HIV/AIDS Video Programming for Latino Youth" (Hilary N. Karasz); "Use of Asian American History in the News Media: The Discourse of 'Model Minority'" (Chiung Hwang Chen and Ethan Yorgason); "No Racism Here: News Coverage of the Desegregation of the University of Alabama" (Jim Sernoe); "Racial Differences in Responding to Occupational Portrayals by Models on Television" (Osei Appiah); "They Just Keep Rolling Along: Images of Blacks in Film Versions of 'Show Boat'" (Douglass K. Daniel); "Like the Sun Piercing the Clouds: Native American Tribal Newspapers and Their Functions" (Teresa Trumbly Lamsam); and "Newspaper Coverage of Immigration in 1996 and Reader Ethnicity" (Yu-li Chang). Individual papers contain references. (CR)

ED 415 542 CS 509 667

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (80th, Chicago, Illinois, July 30-August 2, 1997): Newspaper.
PUB DATE- 97
NOTE- 503p.; For other sections of these Proceedings, see CS 509 657-676.
LANGUAGE- English
EDRS Price- MF02/PC21 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Research/Technical (143)

communication, group discussion, and public speaking. Using systems theory, students could enter into a group discussion of the role of communication in the negotiation and interpretation of rules, feedback, and goals. Regarding content decisions, focus should be on the communication interaction rather than the context, per se. Social construction theory can be used to teach the foundational concepts, applying the same principles to interpersonal, small group, public, organizational, and mediated communication interactions. Systems theory can also be used for analyzing various communication interactions. (Contains 11 references.) (CR)

ED 415 560 CS 509 691

Burk, Nanci M.
Using Personal Narratives as a Pedagogical Tool: Empowering Students through Stories.
PUB DATE- 97
NOTE- 10p.; Paper presented at the Annual Meeting of the National Communication Association (83rd, Chicago, IL, November 19-23, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Activities; Classroom Techniques; *Diversity (Student); Higher Education; Instructional Effectiveness; Introductory Courses; *Personal Narratives; *Speech Communication; *Story Telling; *Student Empowerment; *Student Motivation; Teacher Role; Teaching Methods
IDENTIFIERS- Communication Context; Teaching Perspectives

Creating an empowering and positive classroom environment requires focusing on the processes of developing trust in self and others, participation and communication in the classroom. Establishing a classroom that accommodates diverse students who have varied backgrounds, interests, and preferences poses a challenging situation for university teachers who must adapt their teaching methods to provide students with multiple opportunities to succeed. One such method worth examining is the use of storytelling or personal narratives for students in basic communication courses. Teachers who share personal narratives to promote understanding of communication concepts may help co-create a classroom culture in which students feel comfortable sharing personal stories that relate to the same concept. A narrative assignment, "Conflict Storytelling," illustrates specifically the communication concepts of perception, empathy, proximity, inference, point of view, and selective retention, which students can easily relate to their lives and personal experiences. Through use of such pedagogy in the communication classroom, teachers may orient students to different ways of knowing, learning, and making sense of communication concepts. (Contains a handout of the storytelling assignment and 29 references.) (CR)

ED 415 561 CS 509 692

Hannon, Sandra Wills
Almost Ten Years Later: An Analysis of Ethnic Inclusion in Public Relations Textbooks and Reference Books for the Years 1991-1997 as Compared to Kern-Foxworth's Analysis of Books for the Years 1979-1988.
PUB DATE- 97

services. Smaller districts rely on private providers for management services that are more highly technical in nature and are used on a less frequent basis. Examples include health services, HVAC maintenance, printing, technology/computer repair, and vehicle maintenance. Services most frequently contracted are those that are infrequently used or require skilled personnel or expensive equipment. Management services are more frequently contracted than instructional services, and larger districts are more open to contracting services than the smaller districts. Trend analysis indicates an increase in privatization of services; additional studies on the ethical and economic challenges of privatization are needed. (Contains 10 references.) (RJM)

ED 415 580 EA 028 860

Chandler, Louis A.
Designing the Kind of Schools Our Children Need: Structure and Management from a Psychological Perspective.
PUB DATE- 98
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Child Development; Coping; Educational Administration; *Educational Environment; Elementary Secondary Education; Learning Strategies; *Psychoeducational Methods; School Security; Student Development; Teacher Student Relationship

This program deals with the child-school "fit" as seen in the context of child development, childhood stress, and children's emotional well-being. It reviews psychological principles and shows their implications for how schools might be optimally structured and managed to help all children cope more effectively. The text begins with the importance of strengthening a child's sense of security and how such security is frequently a casualty of a rapidly changing world. Suggestions for lessening latent anxiety and strengthening children's security include establish schools as a safeplace to learn, quiet, and orderly; make the school day predictable with regular schedules and set routines; emphasize direct instruction by the teacher; help children to attend by structuring the classroom environment; and the school curriculum should be developmentally appropriate. The importance of adult authority and its meaning to the child is also explored; it is recommended that teachers be reestablished as authority figures and that teachers be reinforced as persons with knowledge to impart. Some of the links between achievement and competence, such as building self-confidence through realistic academic achievement, are discussed, and tips for eliciting responsible social behavior are offered. (RJM)

ED 415 581 EA 028 861

Rohrer, John; Liddell, Laurie
Structure of School Finance in Maryland.
PUB DATE- 97
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Budgeting; *Educational Equity (Finance); *Educational Finance; Elementary Secondary Education;

emotional disturbances. The Commission finds that, in general, Section 504, IDEA, and Title II of ADA have provided extensive protections to students with disabilities. In addition, OCR has developed a comprehensive and progressive program to implement and enforce Section 504. The report contains specific recommendations for further improving and strengthening OCR's Section 504 operations and promoting nondiscrimination and equal educational opportunity for students with disabilities. (CR)

ED 415 600 EC 306 066

Equal Educational Opportunity and Nondiscrimination for Students with Limited English Proficiency: Federal Enforcement of Title VI and "Lau v. Nichols." Equal Educational Opportunity Project Series, Volume III.
PUB DATE- 97
NOTE- 247p.; For volume I, see ED 406 472; for volume II, see EC 306 065.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Education; *Civil Rights Legislation; *Compliance (Legal); Elementary Secondary Education; *Equal Education; Federal Government; Federal Legislation; *Language Minorities; *Limited English Speaking; Minority Group Children; Special Education; *Student Placement
IDENTIFIERS- Civil Rights Act 1964 Title VI; Lau v Nichols; *Office for Civil Rights

This report focuses on issues relating to the development and implementation of educational programs for and placement of national origin minority students identified as having limited English proficiency. It examines the present-day barriers that prevent students with limited English proficiency from having an equal opportunity to participate in educational programs. The report evaluates and analyzes the Office for Civil Rights' (OCR) implementation, compliance, and enforcement effort for Title VI of the Civil Rights Act of 1964 and Lau v. Nichols. The Commission found that, in general, OCR operates a highly developed Title VI/Lau civil rights implementation, compliance, and enforcement program. The report contains specific recommendations to further assist OCR in its efforts to ensure that school districts: (1) accurately assess the presence of limited English proficiency in national origin minority students and develop appropriate education programs and placements; (2) do not inappropriately assign students with limited English proficiency to special education programs; (3) do not deny national minority students effective participation in regular education classes because of a failure to address their language barriers; and (4) do not deny students with limited English proficiency access to gifted and talented programs, advanced courses, or other opportunities for education and advancement. (CR)

ED 415 601 EC 306 067

Students with Disabilities Projected To Exit the Public Schools after the 1997-98 School Year.
PUB DATE- 97
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)

Diezmann, Carmel M.; Watters, James J.
The Difficulties of a Young Gifted Child: Lessons from History.
PUB DATE- 96
NOTE- 20p.; Paper presented at the Conference of the Australian Association for the Education of the Gifted and Talented (Adelaide, Australia, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Ability Identification; Behavior Patterns; Case Studies; Cognitive Development; Educational Strategies; Elementary Education; *Enrichment Activities; Foreign Countries; *Gifted; Individual Needs; *Intervention; Models; Special Programs; Student Characteristics; *Student Development; *Teaching Methods; *Underachievement

This paper presents a case study of Aaron, a 9-year-old Australian gifted student who has exhibited an outstanding interest and knowledge in science and mathematics, while at the same time displaying unusual behavioral and learning characteristics typified by inconsistent performance of many routine tasks. Aaron attends a moderately sized parochial school and is enrolled in the enrichment program. The report includes perspectives from his parents and his teachers on his abilities, and analyzes his behaviors in the light of theoretical models of giftedness. Characteristics of the gifted are described, including their ability to analyze, synthesize, and evaluate newly acquired information, and their decontextualization skills in constructing solutions to new problems. The ability of gifted students to possess appropriate and necessary cognitive architecture to function exceptionally in one dimension, but not in others, is explained. Aaron's insight, creativity, and abilities in mathematical problem solving are also examined. The key strands of an intervention pull-out model for Aaron are described, which include expanding experiences, establishing a social environment, cognitive apprenticeship (which includes six teaching methods: focus, coaching, scaffolding, articulation, reflection, and exploration), development of affect, cooperative groups, and knowledge creation. (Contains 57 references.) (CR)

ED 415 621 EC 306 101

Ysseldyke, Jim; Thurlow, Martha; Erickson, Ron; Gabrys, Robert; Haigh, John; Trimble, Scott; Gong, Brian
A Comparison of State Assessment Systems in Kentucky and Maryland with a Focus on the Participation of Students with Disabilities. State Assessment Series: Maryland/Kentucky Report 1.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 96
NOTE- 96p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Standards; *Accountability; *Disabilities; *Educational Assessment; Educational Testing; Elementary Secondary Education; Evaluation Methods; Models; Outcomes of Education; Program Costs; State Programs; *Student Evaluation; *Student Participation; Test Use

Disabled); *Career Education; College Choice; *Disabilities; *Engineering; Higher Education; Information Sources; Legal Responsibility; *Mathematics; *Sciences; Secondary Education; Student Adjustment; Technology

This paper lists 100 print and non-print resources for students with disabilities who are considering careers in science, engineering, and mathematics. Print resources include books, newsletters, directories, journals, guides, fact sheets, technical reports, teaching guides, and student workbooks. Non-print resources listed are primarily videotape recordings. The resources are dated from 1984 through 1996. Addresses are provided for some of the items listed. Items are listed under the following subject headings: careers, choosing a college, adapting to college, adaptive technology, laboratory access, journals, research, legal issues, psychological and social adjustment, resources for teachers and other professionals, resources from other organizations, and High School/High Tech. (DB)

ED 415 638 EC 306 121

English, Kris; Shafer, Karin; Goldstein, Howard; Kaczmarek, Louise
Teaching Buddy Skills to Preschoolers.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 97
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Case Studies; *Disabilities; *Friendship; *Inclusive Schools; Instructional Design; Interpersonal Communication; Interpersonal Competence; Mainstreaming; *Peer Acceptance; *Peer Relationship; Preschool Children; Preschool Education; Program Development; Social Development; *Teaching Methods

This manual describes the buddy skills training program, which provides teachers with a set of tested strategies designed to facilitate interactions and support the development of friendships between preschoolers with and without disabilities. The training procedures are philosophically based on social exchange theory. To support the concept of positive reciprocity and a shared responsibility for the developing relationship, buddy skills are taught to both members of a buddy pair. Features of the program include: (1) peer sensitization, designed to promote positive attitudes as well as prosocial behavior; (2) a versatile, across-the-day application, providing increased opportunities for interactions to occur and relationships to develop; (3) developmentally appropriate strategies that place a low demand on children; and (4) minimal use of adult prompting. In addition, training procedures take place within the regular curriculum, and because of the across-the-day implementation, there is less need to program for generalization. The manual provides an overview of the training sequence and describes the steps of the program. For each step, teachers are provided objectives, rationale, strategies, and a self-check. Sample forms for evaluating student progress and a case study of a 4-year-old with Down syndrome are also provided. (Contains 26 references.) (CR)

ED 415 639 EC 306 122

Liu, Kristin; Spicuzza, Richard; Erickson, Ron
Focus Group Input on Students with Limited English Proficiency

DC.
PUB DATE- 97
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Standards; Accountability; Confidentiality; Cost Effectiveness; Data Collection; *Disabilities; *Educational Assessment; Educational Testing; Elementary Secondary Education; *Eligibility; Evaluation Methods; Outcomes of Education; *Program Design; State Programs; *Student Evaluation; Student Participation; Test Use; *Testing Programs
IDENTIFIERS- *Alternative Assessment; Kentucky; Maryland

This report discusses the many issues that need to be considered as states and districts begin to design and implement alternate assessments, which are used for students with severe cognitive delays or multiple disabilities or students who require such significant accommodations that the validity of the test would be compromised. The report provides examples from the two states, Maryland and Kentucky, that currently have such programs. The report begins by describing the differences between assessment, a process of collecting information, and accountability, a system activity designed to assure those inside and outside the educational system that schools are moving in desired directions. Thirteen issues to be considered in designing an alternate assessment program are then described and discussed, including: (1) eligibility for alternate assessments; (2) who makes eligibility decisions; (3) how to maintain a unified educational system; (4) how to avoid overuse of alternate assessments; (5) how to assess in reliable and valid ways; (6) whether data should be aggregated or reported separately; (7) how results should be communicated; (8) linkage between what is taught, what is tested, and giving students an opportunity to learn what is tested; (9) the costs and benefits; (10) how data will be collected: (11) types of data that should be collected; (12) confidentiality; and (13) how to ensure that school personnel are trained to administer, score, interpret, and use the results of alternate tests. (Author/CR)

ED 415 657 EF 005 009

Carpet and Indoor Air Quality in Schools. Technical Bulletin.
SPONS. AGENCY- American Lung Association of Maryland, Inc.
PUB DATE- 93
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Research/Technical (143)
DESCRIPTORS- *Carpeting; Elementary Secondary Education; Floor Layers; *Hazardous Materials; Health Conditions; Inspection; Public Schools; Quality Control; *School Buildings; *School Maintenance; *School Safety
IDENTIFIERS- Facility Management; *Indoor Air Quality; Volatile Organic Compounds

Ways in which carpeting can affect a school's indoor air quality (IAQ) are discussed. Carpeting is defined as a system of components that includes pads, adhesives, floor preparation compounds, and seam sealers. For the last several years, these use is declining in the home and in interactions with Japanese spouses. Children whose mother has non-Japanese identity are especially likely to shift to English rapidly, so Japanese spouses' identity, particularly Japanese wives' social identity, is one factor that influences children's Japanese maintenance or shift. Contains 20 references. (MSE)

ED 415 675 FL 024 905

Landsbergen, Jan, Ed.; Odijk, Jan, Ed.; van Deemter, Kees, Ed.; van Zanten, Gert Veldhuijzen, Ed.
Computational Linguistics in the Netherlands 1996. Papers from the CLIN Meeting (7th, Eindhoven, Netherlands, November 15, 1996).
PUB DATE- 97
NOTE- 227p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Computational Linguistics; *Computer Software; Foreign Countries; *Language Patterns; Language Research; Linguistic Theory; Polish; *Programming; Research Methodology; *Speech Synthesizers; Uncommonly Taught Languages
IDENTIFIERS- Netherlands

Papers from the meeting on computational linguistics include: "Conversational Games, Belief Revision and Bayesian Networks" (Stephen G. Pulman); "Valence Alternation without Lexical Rules" (Gosse Bouma); "Filtering Left Dislocation Chains in Parsing Categorical Grammar" (Crit Cremers, Maarten Hijzelendoorn); "Speech Output Generation in GoalGetter" (Esther Klabbers); "Possessive Affixes and Complement Composition" (Dimitra Kolliakou); "Presuppositions as Anaphors Revisited" (Emiel Krahmer, Kees van Deemter); "Modeling Coordination by Means of Operations on Strings and on Derivation Trees" (Carlos Martin-Vide, Georghe Paun); "Improving the Precision of a Text Retrieval System with Compound Analysis" (Renee Pohlmann, Wessel Kraaij); "Unbounded Negative Concord in Polish: A Lexicalist HPSG Approach" (Adam Przepiorkowski, Anna Kupsc); "Information Update in Dutch Information Dialogues" (Mieke Rats); "ANNO: A Multi-Functional Flemish Text Corpus" (Ineke Schuurman); "GoalGetter: Predicting Contrastive Accent in Data-to-Speech Generation" (Mariet Theune); "On the Notion 'Minor Category'" (Frank van Eynde); and "Resolving PP Attachment Ambiguities with Memory-Based Learning" (Jakub Zavrel, Walter Daelemans, Jorn Veenstra). (MSE)

ED 415 676 FL 024 930

Felker, William; Fuller, Clark
Foreign Language/Area Studies Enhancement Project. Final Report.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 96
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Agricultural Education; Area Studies; *College Second Language Programs; Cultural Awareness; Economic Development; Economics Education; Field Experience Programs; Foreign Countries; *French; Higher Education; History Instruction; *International Educational Exchange; Program Descriptions; Program Evaluation; Second Language Learning; *Study Abroad; Uncommonly Taught Languages; Water Resources;

then described, with specific recommendations made for sources of information, including techniques for using computer-based networks and resources. Techniques are suggested for extracting relevant information from the sources found and for tailoring the references selected to the specific research project. Finally, principles for writing the review are identified. Contains eight references. (MSE)

ED 415 696 FL 025 004

Brown, James Dean
Designing a Language Study.
PUB DATE- 97
NOTE- 17p.; In: Classroom Teachers and Classroom Research; see FL 024 999.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Classroom Research; Classroom Techniques; Ethics; *Research Design; *Research Methodology; *Sampling; Second Language Instruction; *Second Languages; *Validity

Some issues in the design of classroom research on second language teaching are discussed, with the intention of helping the researcher avoid conceptual pitfalls that may cripple the study later in the process. This begins with an examination of concerns in sampling, including definition of a population to be studied, alternative sampling strategies (random sampling, stratified random sampling), sample size, and the generalizability of the results based on the sample selected. Different types of variables (dependent, independent, moderator, control, intervening) and their roles in the research are then explained. A subsequent examination of research designs first defines treatment, control and experimental groups, and observations, and then distinguishes different designs, including true experimental, posttest-only, pretest-posttest (with and without control group), time series, and nonequivalent group designs. Characteristics, advantages, and problems with each design are noted. Validity is defined as the degree to which results can be accurately interpreted and effectively generalized, and these concepts are discussed further, including examination of threats to both internal and external validity. Finally, ethical issues are considered, basic guidelines are offered, and sources for further guidance are suggested. (Contains 26 references.) (MSE)

ED 415 697 FL 025 005

Poel, Christopher Jon; Homan, Robert M.
Methods for the "Research Challenged."
PUB DATE- 97
NOTE- 15p.; In: Classroom Teachers and Classroom Research; see FL 024 999.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Classroom Research; Classroom Techniques; Data Analysis; *Data Collection; Educational Experiments; Foreign Countries; *Research Design; *Research Methodology; Second

(141)
DESCRIPTORS- Classroom Communication; Classroom Techniques; *Cooperative Learning; Elementary Secondary Education; *English (Second Language); Group Dynamics; Intermediate Grades; Interpersonal Communication; Junior High Schools; Middle Schools; *Peer Teaching; *Personal Narratives; Second Language Instruction; Teaching Methods; *Writing Exercises; *Writing Instruction

A middle school teacher describes the process by which she discovered a collaborative approach to teaching writing to a class including English-as-a-Second-Language (ESL) students. To create a meaningful writing experience, she had students prepare a personal narrative, starting by having the class generate endings to the sentence beginning "I'll never forget the first time I..." Each student was then asked to think about their special moment and remember every detail, then placed in collaborative groups with at least two ESL and two mainstream students in each, and asked to tell their story to group members. Remaining group members filled out a story plan worksheet, then shared their notes and asked questions, helping the storyteller refine and sequence details. Each student then wrote a first draft of his story. Students were paired, as much as possible, in ESL/mainstream student dyads to further develop their stories as partners. The experience served to reduce ESL students' anxiety greatly, promote exchange of ideas and feedback, help develop relationships between students across cultural boundaries, foster student self-esteem, and develop individual accountability. Contains seven references. (MSE)

ED 415 718 FL 025 028

Wachholz, Patricia B.
When They Don't All Speak English: Addressing Writing Problems in Multilingual Peer Response Groups.
PUB DATE- 97
NOTE- 26p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Memphis, TN, November 12, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Freshmen; Cooperative Learning; Cultural Pluralism; *English (Second Language); *Freshman Composition; Group Dynamics; Higher Education; *Intercultural Communication; Language Minorities; *Peer Teaching; Problem Solving; *Writing Difficulties; *Writing Instruction

This study investigated how writing groups function in a multilingual university classroom, the kinds of responses students in such groups give one another, and how students respond to peers' suggestions about writing. Subjects were 11 students of varied linguistic background in a freshman composition class. Data were gathered over 10 weeks through observation, analysis of student writing samples, student interviews, and field notes of casual conversations and ancillary reactions. Results suggest both positive and negative aspects of peer response techniques. The groups helped students respond to their own writing as they sensed audience needs, and students talked to explore and enlarge understanding of their own writing. Limitations included students' reluctance to offer negative criticism, tendency to drift away from appropriate tasks, potential for falling prey to inaccurate or bad advice, exaggerated emphasis on mechanics over content, and overlooking problems in the papers. Students inexperienced in peer response

"Essential Employment Law" (Geoffrey Mead); (10) "Making Educational Institutions Safer and Healthier" (Patricia Leighton); (11) "Developing Managers" (Elizabeth Walker); (12) "Industrial Relations Strategies and Tactics" (Roger Ward); and (13) "Managing Information" (John McManus and Emily Crowley). (A bibliography contains approximately 150 references.) (DB)

ED 415 737 HE 030 848

Radford, John; Raaheim, Kjell; de Vries, Peter; Williams, Ruth
Quantity and Quality in Higher Education. Higher Education Policy Series 40.
PUB DATE- 97
NOTE- 196p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Academic Standards; Accountability; *Change; Change Strategies; Decision Making; Diversity (Institutional); Educational Change; Educational Quality; *Evaluation; Evaluation Methods; *Foreign Countries; *Government School Relationship; Higher Education; Institutional Autonomy; Outcomes of Education; Self Evaluation (Individuals); Standards; Values
IDENTIFIERS- *United Kingdom

This book explores some of the underlying issues related to the changes taking place in British higher education. Individual chapters focus on the development of higher education in Britain, the various purposes it serves, how to assess it, and how to improve delivery. Part 1 addresses the dilemmas of mass higher education, and traces the development of higher education, the origins of modern universities, the British university system in the twentieth century, and other recent developments. Chapters in Part 2 review the academic standards and quality management debate in British higher education; the factors, such as expansion, diversity, and quality management, that impact on academic standards; and the British external examiner system. Also included is a critical essay on self-assessment and the quality assessment process. Part 3 discusses teaching in higher education, taking note of some the inherent problems, such as establishing contact between teacher and student, the implicit contract between teacher and student, the opportunity for students to consult with teachers, and the link between learning and teaching and the evaluation of outcome. Part 4 notes the views of the various interested parties to higher education, the higher education agenda, and notes what works in higher education. (Contains approximately 120 references.) (CH)

ED 415 738 HE 030 852

Nussbaum, Martha C.
Cultivating Humanity: A Classical Defense of Reform in Liberal Education.
PUB DATE- 97
NOTE- 328p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Consciousness Raising; *Critical Thinking; *Curriculum Development; Discourse Analysis; Diversity (Student); Educational Philosophy; Educational Strategies; *General Education; Higher Education; Holistic Approach;

Faculty; *College Students; *Cooperative Learning; Educational Technology; *Group Activities; Higher Education; Learning Activities; *Peer Teaching; *Reciprocal Teaching; Student Evaluation; Student Participation; *Team Training; Teamwork

This book offers an overview of the cooperative learning process, including its rationale, research base, value, and practical considerations, with an emphasis on two key characteristics: cooperative learning's ability to create communities within classrooms, and well-structured, sequenced assignments which allow students to internalize information. Chapters are organized around classroom management and structure, assessment, and support of cooperative efforts. The discussion covers components of a cooperative learning program, include forming structured-learning teams, assigning and rotating roles within the group, and using team-building activities. Various cooperative-learning structures that can be implemented into college courses are described, including reciprocal or paired teaching activities which focus on cooperative problem solving and metacognitive strategies; the complex variations of peer teaching and coaching; the use of cooperative learning principles with educational games, problem-based learning, and cooperative case studies; and technological approaches, such as networked multimedia labs and computer-assisted learning. Issues related to group and individual assessment and peer- and self-assessment are considered, as are the use of classroom observations by faculty colleagues. Forms and checklists are included which can be used in the cooperative learning classroom. (Individual chapters contain references; there are 317 bibliographic entries.) (SW)

ED 415 757 HE 030 901

Bowman, James, Ed.; Menzel, Donald, Ed.
Teaching Ethics and Values in Public Administration Programs: Innovations, Strategies, and Issues. SUNY Series in Public Administration.
PUB DATE- 98
NOTE- 352p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Advising; Administrative Principles; Administrator Guides; Business Administration Education; Citizenship Education; Codes of Ethics; College Curriculum; *College Instruction; Consultants; *Ethical Instruction; *Ethics; *Graduate Study; Higher Education; Legal Responsibility; Management Development; Outcomes of Education; Professional Training; *Public Administration Education; Public Affairs Education; Public Policy; Research; School Surveys; *State Officials; Teacher Student Relationship
IDENTIFIERS- Rhode Island

The 17 chapters in this book consider innovations, teaching strategies, and issues in ethics instruction for professional and graduate programs in public affairs/administration. Following an introductory chapter which summarizes data reported in a 1995 national survey of 138 graduate departments of public affairs/administration, chapter titles are: "The Rhode Island Ethics Project: A Model for Integrating Ethics into a Master of Public Administration Program" (Alfred G. Killilea, Lynn Pasquerella, and Michael Vocino); "Using an Ethics Matrix in a Master of Public Administration Program" (Dalmas H. Nelson and Peter J. Van Hook); "Reinventing the Master of Business Administration Curriculum: Integrating telephone surveys were undertaken to assess its academic and economic impact on students. The first survey, taken during the fifth and sixth weeks of the strike, used a survey instrument that reflected issues raised in student focus groups. The second survey was undertaken five months after the strike to measure post-strike experiences and attitudes. Respondents for the first survey included 519 randomly selected full-time undergraduate students in several disciplines; in the second survey 83 percent of the original students were reinterviewed. This complete report documents the background, study design, support for the strike by students and by faculty during the strike, and its immediate academic and economic impacts on students. Also documented are the post-strike support for the strike, its short-term academic and economic impacts, students' ideological positions, and their integration with faculty. The surveys confirmed that students faced academic and economic hardships both during and after the strike; only a minority of students supported the strike. Interference with summer employment and summer school were major student concerns. Regression analysis, however, showed that academic and economic hardship explained little of the variance in student support for the strike; the best predictor of support for the strike were student attitudes about unions. (Contains 17 references.) (CH)

ED 415 776   HE 030 922

Doring, Allan; Bingham, Bob; Bramwell-Vial, Ann
Transition to University - A Self-Regulatory Approach.
PUB DATE- 97
NOTE- 13p.; Paper presented at the Annual Conference of the Australian Association for Research in Education (Brisbane, Australia, November 30-December 4, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; College Freshmen; Educational Counseling; Educationally Disadvantaged; Foreign Countries; Goal Orientation; High Risk Students; Higher Education; Intervention; *Self Efficacy; Self Motivation; *Student College Relationship; *Student Motivation; Student Needs
IDENTIFIERS- Australia; Australian Catholic University; *Student Support Services

As part of an ongoing project being conducted at Australian Catholic University (Brisbane), this paper examines the idea of self-regulation as an inherent component of a student's transition to higher education and as a means of increasing the understanding of student difficulties, particularly academic problems. It also examines whether self-regulatory behavior can be fostered as part of the overall academic process. Self-regulation theory focuses on how students personally activate, alter, and sustain their learning practices, and self-regulated students use learning processes that involve goal-directed activities. The report examines approaches such as reflective self-monitoring to evaluate its contribution to self-regulation and academic development, and suggests several tasks that serve this function. Also examined is the need for a transition process that will provide the skills for student self-efficacy and confidence--an approach which requires an active role on the part of the institution. It is noted that universities should be prepared to teach and encourage appropriate learning behavior and provide integrated intervention for students. (Contains 10 references.) (JLS)

ED 415 794 HE 030 945

Freed, Jann E.

Leading Continuous Quality Improvement on Campus: This Train Is Going North. ASHE Annual Meeting Paper.

PUB DATE- 97

NOTE- 37p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (22nd, Albuquerque, NM, November 6-9, 1997).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Change Strategies; College Administration; *College Presidents; Faculty College Relationship; Higher Education; Institutional Mission; Institutional Research; Interpersonal Competence; *Leadership Qualities; Leadership Styles; Personality Traits; Qualitative Research; *Quality Control

IDENTIFIERS- *ASHE Annual Meeting; Belmont University TN; *Continuous Quality Improvement; Life History Method

This study explored the role of leadership, especially that of the college president, in the application of continuous quality improvement (CQI) principles in higher education. The life history method study focused on William Troutt, president of Belmont University (Tennessee), who has been successfully guiding CQI initiatives at the institution for eight years. The study involved interviews with all members of the senior leadership team and other administrators, and analysis of presidential speeches, board of trustee minutes, and other institution documents. The study identified primary themes of the CQI effort as they relate to personal characteristics of the president and interpersonal dynamics. Personal characteristics identified included a willingness to take risks and to act unconventionally and a determination to learn and grow as a leader. The main themes identified in interpersonal dynamics concerned inspiring commitment and maintaining alignment to the mission and vision, developing relationships of openness and trust, involving and empowering others, and encouraging communication and feedback. Each of the identified themes is illustrated with excerpts from interviews. (Contains 35 references.) (DB)

ED 415 795 HE 030 946

Volkwein, J. Fredericks; Cabrera, Alberto F.

The Undergraduate Classroom Experience: Factors Associated with its Vitality. ASHE Annual Meeting Paper.

PUB DATE- 97

NOTE- 12p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (22nd, Albuquerque, NM, November 6-9, 1997).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Classroom Environment; Educational Environment; Higher Education; *Student Attitudes; Student Characteristics; Student School Relationship; Teacher Student Relationship; *Undergraduate Study

IDENTIFIERS- *ASHE Annual Meeting

This study examined factors in the undergraduate classroom experience that students associate with vitality in the classroom. The study used measures reflecting concepts from the literature on the fit between student and institution, (Michael Willis). The following topics are considered in "The Learning Environment in the Small Company" (Michael Willis): characteristics of the entrepreneurial business environment; barriers to training and development; and characteristics of work-based learning. The essentials of becoming a learning organization are outlined in "Becoming a Learning Organisation" (Peter Neal). "The Learning in Smaller Companies (LISC) Project" (Peter Neal) summarizes the objectives and activities of the LISC project. Presented next are three case studies: "The Taylor Group" (Michael Willis); "The Lake Hotel" (Douglas Little); and "Harvey Maps Limited" (Sue Harvey). Concluding the document are a resource checklist, profile of the Forth Valley Enterprise, and 11 references. (MN)

ED 415 350 CE 075 471

Seagraves, Liz; Osborne, Mike; Neal, Peter; Dockrell, Richard; Hartshorn, Christina; Boyd, Alison
Learning in Smaller Companies. Final Report.
SPONS. AGENCY- Department for Education and Employment, London (England).
PUB DATE- 96
NOTE- 51p.; For a related document, see CE 075 470. Funding also received from the Forth Valley Enterprise, Stirling, Scotland.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Articulation (Education); Case Studies; Competency Based Education; Conventional Instruction; *Education Work Relationship; Foreign Countries; Higher Education; Portfolios (Background Materials); Professional Development; Program Development; Program Effectiveness; School Business Relationship; *Small Businesses; Student Evaluation; Two Year Colleges; *Work Experience Programs
IDENTIFIERS- *Scotland

The Learning in Smaller Companies (LISC) project was undertaken to develop links between academic institutions and work-based learning in Scotland. The University of Stirling worked with Falkirk College and Clackmannan College to create a number of work-based learning schemes for employers in small and medium-sized enterprises. The programs were designed for delivery at various academic levels from pre-higher to postgraduate education and in a range of modes, including traditionally assessed courses and portfolio schemes based on accreditation of competence. The LISC project emphasized flexible delivery schemes compatible to employers' needs and an overall framework that is based on accreditation of competence. The following programs have been delivered through the LISC project: Scottish Vocational Qualifications; Scottish Vocational Education Council National Certificate modules; Higher National Certificate qualifications; University Access courses; and the postgraduate Certificate in Small and Medium Enterprise Management. During the past 2 years, 28 companies within the geographic area covered by Forth Valley Enterprise have participated in the project. The project has attracted small and medium-sized firms from a wide range of industrial and commercial sectors. (Appended are lists of steering group and focus group members and project outputs and dissemination activities. The bibliography contains 25 references.) (MN)

ED 415 351 CE 075 484

Mukhopadhyay, Marmar
Linking Literacy to Education through Open and Distance Education.

and issue papers. (Summaries of the activities of the NEW Teams in each SDA are included.) (MN)

ED 415 368 CE 075 535

Layton, James D.; Harkin, Gisela
Exemplary Guidance and Counseling Programs, 1997.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 97
NOTE- 7p.; Prepared by the National Center for Research in Vocational Education Office of Student Services, University of Illinois at Urbana-Champaign Site.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Articulation (Education); *Career Counseling; *Career Guidance; Community Colleges; *Counseling Services; *Counseling Techniques; Delivery Systems; High Schools; *School Counseling; Two Year Colleges; *Vocational Education

Four career guidance programs that have proved successful in assisting students in their career development have been selected for national recognition. The programs were selected on the basis of three research-based criteria: leadership and support given the career guidance and counseling program by the institution; delivery of program activities; and collaborative and articulation efforts. The career counseling program at Kuna High School in Kuna, Idaho, is an exploratory and preparatory program with ongoing emphasis on planning for future education and careers. All students have at least 32 contact hours for purposes of career counseling, career exploration activities in language arts class, and individual interviews. The Career Planning and Employment Services at Parkland College in Champaign, Illinois, provide career guidance services to Parkland's students and to local citizens, business, industry, and agriculture. Zapata High School in Zapata, Texas, has a comprehensive career guidance and counseling program in which guidance staff coordinate the program and each teacher assumes responsibility for 13-17 students in a unique advocacy program. The Career Connections Planning system of the Volusia County Schools in DeLand, Florida, is a comprehensive school-to-work system for elementary through high school students that blends school-to-work, tech prep, and other initiatives. (MN)

ED 415 369 CE 075 536

Grochtmann, Ulrich; Kraft-Dittmar, Alice; Sander, Martin
Transferability of Distance-Education-Qualifications. ZIFF Papiere 107.
SPONS. AGENCY- European Community, Brussels (Belgium).
PUB DATE- 97
NOTE- 126p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Articulation (Education); Comparative Analysis; *Credits; *Distance Education; Educational Cooperation; Educational Legislation; Educational Policy; Educational Practices; Employment Qualifications; Foreign Countries; Higher Education; International Cooperation; Postsecondary Education; Professional Continuing Education; *Student Certification; *Transfer Policy; Vocational Education
IDENTIFIERS- *Europe (East); *European Union

Reading...And Then There's Reading" (Victoria Purcell-Gates); "Models of Reading and the ESOL (English for Speakers of Other Languages) Student: Implications and Limitations" (David E. Eskey); "Rediscovering Themselves: Learning to Read for Survival" (Melissa Nieves); "What Silent Reading Tests Alone Can't Tell You" (John Strucker); "The ESOL Adult and the Push towards Meaning" (Judith Rance-Roney); "Reversing Reading Failure in Young Adults" (Mary E. Curtis, Ann Marie Longo); "Reconceptualizing Roles: Mathematics and Reading" (Mary Jane Schmitt); "Building Community and Skills through Multilevel Classes" (Judy Hofer, Pat Larson); "Welcome to 'Focus on Basics'" (Barbara Garner); "Multiple Levels, Multiple Responsibilities" (Lenore Balliro); "The Multilevel Umbrella" (Miriam Burt); "Technology Melts Classroom Walls" (Susan K. Cowles); "A Foundation for Learning Math" (Jan Phillips); "When the 'Multi' Is Generational and Cultural" (Eileen Barry); "Multilevel Literacy Planning and Practice" (Cathy Shank, Lynda Terrill); "Focus on Research: Longitudinal Study of Adult Learners" (Barbara Garner); "Poe, Alcoholism, and ESOL" (Lynne McCarthy, Bernadette Comeau); "Welcome to 'Focus on Basics'" (Barbara Garner); "The Theory Behind Content-Based Instruction" (Thomas G. Sticht); "Too Little Time and Too Many Goals: Suggested Remedies from Research on Workplace Literacy" (Larry Mikulecky); "Hooked on Learning: The Internet Poetry Project Changes Teacher and Students" (Linda W. Parrish); "The Process and the Product: Involving Students in Choosing Content and Developing Materials Leads to Change" (Char Ullman, Aliza Becker); "The Impact of Content-Based Instruction: Three Studies" (Barbara A. McDonald); and "Focus on Research: Health and Literacy" (Barbara Garner). (MN)

ED 415 386 CE 075 591

Gbomita, Victor K. A.
Employment Assessment Practices: Implications for Workforce Development in the 21st Century.
PUB DATE- 97
NOTE- 15p.; Paper presented at the American Vocational Association Convention (Las Vegas, NV, December 11-14, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; Employer Attitudes; *Employment Potential; *Employment Practices; Job Development; *Job Skills; Job Training; *Labor Force Development; *Personnel Evaluation; *Personnel Selection
IDENTIFIERS- *Pennsylvania (Southeast); Secretarys Comm on Achieving Necessary Skills

A study was conducted to use the SCANS (Secretary's Commission on Achieving Necessary Skills) employability skills to identify the criteria used for hiring and employment retention by companies in Southeastern Pennsylvania. Results were intended to help personnel development and training institutions in the region align their training outcomes and human resource development curricula with the hiring and employment needs of industries in the region. A survey instrument was created and mailed to 559 companies, with 67 returns (12 percent). Factor analysis yielded eight components that were used to identify competencies that are essential in employment decisions. The study found that the majority of the staff who make hiring and employment decisions are not human resources development staff. The study also found that three elements--the hiring decision maker, the candidate's ability to organize resources, and the

(YLB)

ED 415 405 CE 075 618

Finn, Peter
The Orange County, Florida, Jail Educational and Vocational Programs. Program Focus.
PUB DATE- 97
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Correctional Education; *Daily Living Skills; *Educational Practices; High School Equivalency Programs; Partnerships in Education; Program Administration; Program Costs; Program Design; Program Development; Program Effectiveness; Skill Development; Social Support Groups; Systems Approach; *Vocational Education; Womens Education
IDENTIFIERS- *Florida (Orange County)

The Orange County, Florida, Corrections Division provides unusually intensive educational and vocational programs to most inmates in its 3,300-bed jail. A staff of 70 full-time instructors provide the following services: adult basic education, preparation for the general equivalency diploma, vocational training, life skills development, women's psychoeducation support groups, and substance abuse education. The educational and vocational programs constitute just one of a system of three innovations designed to reduce corrections costs, improve inmate conduct, and lower recidivism. The other two components are direct supervision in facilities designed to allow maximum contact between staff and inmates and behavioral incentives. Two job assistance programs are also available. The program enjoys active support by corrections officers employed in the county's four jails and close collaboration with Orange County's Public School Board. Jail and school administrators have implemented the following strategies to ensure that inmates are offered the maximum amount of useful educational benefits before their release: focus on core competencies; intensive, self-paced course work; identification of "early exit" points; and short-term substance abuse counseling. The program has reduced jail operating costs and inmate violence while improving inmates' general educational, vocational, and life skills and decreasing recidivism among former program participants. (MN)

ED 415 406 CE 075 619

Harper, Tanny S.; DeVore, Jack B.; Lewis, Elizabeth J.
A Combination of a Stand-Alone and an Integrated Career Education Curriculum. "A Total Learning Approach."
PUB DATE- 97
NOTE- 14p.; Paper presented at the Annual Meeting of the National Council for Occupational Education (San Antonio, TX, October 23, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Career Awareness; *Career Education; Educational Needs; *Educational Practices; *Integrated Curriculum; Junior High Schools; Program Implementation; *Statewide Planning;

implement, and evaluate secondments. A reproducible check list for each step lists suggested actions in column form with other columns for notes, current profile, action needed, by whom, anticipated benefits, and target date. Appendixes include instruments, funding information, and 13 references. (YLB)

ED 415 424 CE 075 655

Hughes, Maria; Kypri, Photoula
Beyond Responsiveness: Promoting Good Practice in Economic Development.
PUB DATE- 98
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Role; *Economic Development; Educational Innovation; Foreign Countries; Human Resources; *Labor Force Development; Postsecondary Education; Role of Education; School Community Relationship; Skill Development; *Social Development; *Technical Institutes; *Vocational Education
IDENTIFIERS- England; Wales

This paper looks at the involvement of further education (FE) colleges in England and Wales in economic development and presents case studies of good practice in nine FE colleges. Chapter 1 addresses FE's role in economic development and measuring and planning economic growth. Chapter 2 contains the case studies: Lewisham College's Action for Better Lewisham Employees initiative, a strategic public sector employer partnership that contributes to the area's socioeconomic regeneration; Highbury College's support of transition from the armed forces to civilian life and from school to work; Doncaster College's role as a service provider to British Aerospace; Milton Keynes College's development of logistics training; Pembrokeshire College's regeneration activities related to marine and sea-fishing industries; positive effects on the local economy of Lewisham and Dearne Valley College's new purpose-built buildings; contribution to economic development of Barrow-in-Furness Sixth Form College; Darlington College's active role in developing social and economic partnerships; and Gateshead College's proactive approach to secure a role in economic development through membership on local planning forums. Chapter 3 offers messages for moving forward categorized into employment, enterprise, regeneration, regional strategic planning, and developing college capacity. Appendixes contain 10 references, 15-item bibliography, and list of acronyms. (YLB)

ED 415 425 CE 075 656

Cichon, Don; Sperazi, Laura
Collaborative Learning for Continuous Improvement. Evaluation Final Report. Volume I-IV.
SPONS. AGENCY- New York State Education Dept., Albany. Office of Workplace Preparation and Continuing Education.
PUB DATE- 97
NOTE- 197p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Basic Education; *Basic Skills; Cooperative Learning; Curriculum Development; Demonstration Programs; Employer Employee Relationship; *Inplant Programs; Job Skills;

ABCs of Public Education was approved. To evaluate the tech prep initiative, 25 consortia participated in the High Schools that Work assessment. (Appendixes, amounting to over one-half of the report, include enrollment tables, performance standards, and performance standards report.) (YLB)

ED 415 442 CE 075 701

Woloszyk, Carl A.
Cross Cutting Analysis Study for At Risk Youth in Michigan's School-to-Work System.
PUB DATE- 97
NOTE- 9p.; Paper presented at the American Vocational Association Convention (Las Vegas, NV, December 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Education; Advisory Committees; *Advocacy; *Education Work Relationship; *Educational Discrimination; *High Risk Students; Needs Assessment; Partnerships in Education; Postsecondary Education; *Program Effectiveness; Program Evaluation; Secondary Education; Special Education; State Programs; Vocational Education
IDENTIFIERS- *Michigan

A cross-cutting analysis and examination of programs and services offered to at-risk students in the Michigan School-to-Work (STW) system used data from the STW Progress Measures Survey and Local Partnership Survey. Qualitative data were collected through focus group and individual interviews in seven Michigan Workforce Development Board (WDB) regions. Statewide data indicated that at-risk advocacy groups had little or no membership on many WDBs and minimal "official" decision-making authority related to STW partnership initiatives. Qualitative evidence found educational advisory groups had a somewhat greater degree of at-risk representation. Many WDB partnerships did not place a very high priority on serving needs of at-risk youth. Few staff were explicitly responsible for ensuring access for all students. Data suggested WDBs had the capacity to develop and funds to expand the STW system for serving at-risk youth at the partnership level. STW initiatives served only a limited number of the at-risk population. Strategies provided to at-risk students in several partnerships included portfolio development, vocational interest testing, career majors, job shadowing, and internships. No well-developed, systematic approach to serve at-risk youth in most partnerships existed. The developing STW system had a positive impact on at-risk youth, but the overall impact of the system was very low in relation to the need. Recommendations were made for state agencies and local STW partnerships. (YLB)

ED 415 443 CE 075 711

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Balschweid, Mark A.; Thompson, Greg W.; Cole, R. L.
The Effects of an Agricultural Literacy Treatment on Participating K-12 Teachers and Their Curricula.
PUB DATE- 97
NOTE- 14p.; Paper presented at the American Vocational Association Convention (Las Vegas, NV, December 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Agricultural Education; Elementary Secondary

LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Consumer Education; Consumer Protection; *Counseling Effectiveness; Counseling Techniques; Counselor Attitudes; *Counselor Client Relationship; *Psychotherapy
IDENTIFIERS- Client Attitudes; Consumer Awareness; Consumer Skills

Suggestions on when to seek professional counseling are detailed in this book. The question "What is therapy?" is posed at the beginning. Several anecdotes illustrating crisis situations are offered, followed by a definition of therapy: the process of treating a problem that gets in the way of effective living. This treatment can include self-therapy, informal therapy (help from friends or relatives) or formal therapy with a professional. Suggestions on how to determine if therapy is necessary are presented, with advice on factors influenced by biology, personality, perception, external events, and financial resources. If therapy is called for, tips on selecting a therapist are offered, with overviews of the types of therapists and the types of therapy. Since money is usually a concern, an entire chapter is devoted to insurance and managed care. Seeing a therapist begins a new process and what patients can expect--from assessment, to treatment plans, to the therapist's role, to the client's role, to problem solving/problem management--are discussed. The last chapter presents an overview of the entire process. (RJM)

ED 415 462   CG 028 238

Johnston, Lloyd D.; O'Malley, Patrick M.; Bachman, Jerald G.
National Survey Results on Drug Use from the Monitoring the Future Study, 1975-1995. Volume II: College Students and Young Adults.
SPONS. AGENCY- National Inst. on Drug Abuse (DHHS/PHS), Rockville, MD.
PUB DATE- 97
NOTE- 216p.; For Volume I, see CG 027 671.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- College Students; *Drug Use; Grade 12; High School Students; High Schools; Higher Education; *Longitudinal Studies; *National Surveys; Risk; Substance Abuse; Tables (Data); *Trend Analysis; Young Adults
IDENTIFIERS- Risk Assessment; United States

To better understand the risk for U.S. youth substance abuse, the results of all the follow-up surveys of the graduating high school classes of 1976 through 1994--taken from the Monitoring the Future study of young adults, ages 19-32 years old--is presented here. The report serves a social monitoring function, in which levels and trends in certain behaviors, attitudes, beliefs, and conditions in this population are accurately assessed. It includes trend data for the high school senior population, as well as for college students--an important subset of the young adult population for which very little nationally representative data exists. After outlining study design and procedures, the findings are presented in six chapters: (1) "Prevalence of Drug Use among Young Adults," (2) "Trends in Drug Use among Young Adults," (3) "Attitudes and Beliefs about Drugs among Young Adults," (4) "The Social Milieu

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; *Early Parenthood; Family Planning; Females; High Risk Students; Longitudinal Studies; *Mothers; Parent Influence; Peer Influence; *Pregnant Students; Resilience (Personality); *Resistance to Temptation; Secondary Education; Unwed Mothers
IDENTIFIERS- National Education Longitudinal Study 1988

Recent research has identified several long-term negative life outcomes associated with teenage childbearing for parents and their children. To better understand teen births, data from the National Education Longitudinal Study of 1988 were used to examine factors associated with a second teen birth or a closely spaced second teen birth within 24 months. Results of this study are reported here. Out of a sample of 589 teen mothers, 34.5% had a second birth at any point in their teens, and among a sub-sample of young teen mothers (n=475, under age 18 at first birth), 27.6% had a closely spaced second teen birth. Factors associated with postponing a second teen birth included characteristics measured prior to the first birth (race/ethnicity and school type), at the time of the first birth (age at first birth, dropout status and marital status), and after the first birth (living situation, child care support, and educational and employment status). Among the full sample, younger teens were more likely to have a second birth at any point. Teen mothers who were involved in educational activities or (among older mothers) employment activities, even part-time, were more likely to postpone a second teen birth. (RJM)

ED 415 482 CG 028 298

Directions in Rehabilitation Counseling. Volume 9.
PUB DATE- 98
NOTE- 159p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- American Indians; *Continuing Education; *Counseling Techniques; Drug Rehabilitation; Females; Hispanic Americans; Outcomes of Treatment; Physical Disabilities; Posttraumatic Stress Disorder; *Rehabilitation Counseling; Sexuality; Vocational Rehabilitation

Rehabilitation counselors must stay apprised of numerous issues in their field. To help them remain current, this volume features 12 lessons which can count as continuing education credits. Lesson 1 explores issues surrounding Latino clients, focusing on cultural considerations, ethnic identity, and the counselor-client relationship. Sexuality issues in clients with physical disabilities are discussed in lesson 2, with a focus on developmental issues and psychological considerations. Counseling women in mid-life, which features an integrative approach to menopause, and ways to utilize community resources in rehabilitative counseling are covered in lessons 3 and 4. Lesson 5 provides counseling strategies when working with Native Americans, whereas lesson 6 explores ways to provide vocational services to clients in substance abuse rehabilitation. The treatment of comorbid posttraumatic stress disorder and substance abuse is addressed in lesson 7 and lesson 8 features tips on program evaluation and assessment of outcomes. Lesson 9 describes issues surrounding mood disorders following traumatic brain injury and lesson 10 discusses interventions and rehabilitation counseling for autistic clients and their families. The last two lessons center on life

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Content Area Writing; Critical Thinking; Elementary Secondary Education; English Instruction; Higher Education; Reader Response; Reader Text Relationship; Reading Comprehension; Reading Instruction; *Reading Processes; Reading Research; Reading Strategies; *Reading Writing Relationship; Schemata (Cognition); *Writing Evaluation; *Writing Instruction; Writing Processes; *Writing Research

This 1997 annotated bibliography of 244 items updates an earlier 87-item annotated bibliography. The current annotated bibliography focuses on the relationship between reading and writing as it bears upon the teaching of composition. Items looking at writing as a way of teaching reading, and items focused exclusively upon writer-based concerns (such as audience awareness) are excluded. The bibliography presents annotation of books, journal articles, conference papers, and dissertations published between 1963 and 1997. (RS)

ED 415 503 CS 216 140

Hynds, Susan
On the Brink: Negotiating Literature and Life with Adolescents. Language and Literacy Series.
PUB DATE- 97
NOTE- 317p.; Foreword by Judith A. Langer.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adolescents; Classroom Research; *Constructivism (Learning); *Cultural Context; Junior High Schools; *Literacy; Literature Appreciation; Middle Schools; *Reading Instruction; Student Centered Curriculum; *Student Needs; Urban Education; *Writing Instruction
IDENTIFIERS- Learning Environment; Teaching Perspectives; Teaching Research

Replete with lessons for educators, this book reports in a personal way on a middle school classroom study undertaken by a teacher researcher that was to last 1 year but ended up lasting 6 years. The book contains the social and cultural forces that influence adolescents' literacy development--for instance, taking a hard look at the race and gender issues that lie just beneath the surface of classroom dynamics. It also explores of difficult pedagogical questions--most importantly, how to infuse reading within the school walls with the passion many students privately bring to their own writing (to make literature "connect to the inside"). The classroom experiences considered support a more activist, critical constructivist approach, without minimizing the difficulties faced by teachers of literature as they attempt to negotiate the complicated social, cultural, and political arenas of their own classrooms. Chapters in the book are, as follows: (1) Literature and Literacy as Sociopolitical Practices; (2) On School Bells and Bumblebees: The World of the Young Adolescent; (3) Falling Apart and Coming Together: Constructing a Literate Community in the Middle Grades; (4) Kianna: "If You Look Hard Enough You Will See a Butterfly"; (5) Jason: "Strong as a Pencil"; (6) Another First Day: Revising the Learner-Centered Classroom; (7) Is There an "A" Reader in This Class?: Angel and Samantha; (8) "Can 'the Gifted' Play Football": Luis; (9) Reconstructing Constructivism; and (10) Aftermath. An appendix provides a

Gilding, Stacia L.
The Effects of Narrative Literature on Off-Task Behaviors during Kindergarten Social Studies Instruction.
PUB DATE- 97
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Classroom Research; *Instructional Effectiveness; Kindergarten; Kindergarten Children; Primary Education; Reader Text Relationship; *Reading Aloud to Others; *Social Studies; *Student Behavior; *Text Structure; *Time on Task
IDENTIFIERS- *Narrative Text; Text Factors

The differences in off-task behavior rates exhibited by kindergarten students during narrative and non-narrative-based social studies instruction was investigated. Off-task behavior was operationally defined and students were observed during eight different lessons. Four lessons employed story narrative picture books and four lessons used non-narrative prose texts. Off-task behaviors and time were recorded during the reading of the texts and during the discussions. A weighting function was calculated and used to determine the number of weighted off-task behaviors. The average weighted and unweighed off-task behavior rates for narrative and non-narrative texts were computed. Statistical analyses were performed on reading data, discussion data, and whole lesson data. Results indicated no significant statistical differences on the off-task behavior rate exhibited during instruction as a function of text type. Reading data, however, was statistically significant, where students exhibited more off-task behaviors during non-narrative read alouds than during narrative read alouds. (Contains 41 references, and 6 tables and 3 figures of data. Appendixes contain an eight-item annotated bibliography of books used; a list of discussion questions; and a data record sheet.) (Author/RS)

ED 415 524 CS 216 177

Carstens, Anne-Marie C.
Differentiation in Student Responses to Literature Based on Auditory versus Visual Exposure.
PUB DATE- 96
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Auditory Stimuli; Comparative Analysis; *Instructional Effectiveness; Junior High Schools; Language Arts; *Listening Comprehension; *Listening Skills; *Literature Appreciation; *Low Achievement; Middle Schools; Reading Programs; Reading Skills; Student Attitudes; Talking Books
IDENTIFIERS- Middle School Students; *Response to Literature

A comparative study examined student performance attributed to the mode of literature instruction to determine the validity of increasing auditory-based learning activities in the middle school language arts classroom. Two classes of identified low-achieving students in a middle school reading program participated and were alternately assigned to read or listen to a passage during each of four lessons. Results from objective assessments, correlative writing activities, observations of on-task and off-task behavior, and surveys of students' preferences and self-evaluations were used to identify students with auditory strengths. Students who benefited from exposure

DESCRIPTORS- Content Analysis; Electronic Text; Family Violence; *Females; Higher Education; *Internet; *Journalism Education; Journalism Research; Motivation; *Newspapers; Presidential Campaigns (United States); Teaching Methods; Writing Processes; Young Adults
IDENTIFIERS- Colorado (Denver); Media Coverage; New England

The Newspaper section of the Proceedings contains the following 16 papers: "Reader-Friendly Journalism's Lasting Impact: A Study of Reporters and Editors Involved in Knight-Ridder's 25/43 Project" (Kris Kodrich); "An Analysis of Online Sites Produced by U.S. Newspapers: Are the Critics Right?" (Jon Gubman and Jennifer Greer); "Self-Promotion and the Internet" (Steve J. Collins); "Is the 'Women's Section' an Anachronism? Affinity for and Ambivalence about the "Chicago Tribune"'s WomaNews" (Melinda D. Hawley); "Assessment of Lead Writing Practices in U.S. Newspapers" (Gerald Stone); "New Study Contradicts Medsger's 'Winds of Change'" (Fred Fedler; Tim Counts; Arlen Carey; Maria Cristina Santana); "Journalism's Status in Academia: A Candidate for Elimination?" (Fred Fedler, Arlen Carey, and Tim Counts); "Newsroom Topic Teams: Journalists' Assessments of Effects on News Routines and Newspaper Quality" (Kathleen A. Hansen; Mark Neuzil; Jean Ward); "Net Gain?: New England's Online Newspapers Assess Benefits and Drawbacks of Their Electronic Editions" (Mary Jane Alexander); "Newspaper Readership Choices of Young Adults" (Carol Schlagheck); "Changing Values in the Newsroom: A Survey of Daily Newspaper Staff Members" (M. David Arant and Philip Meyer); "Newspaper Editors' Policies and Attitudes toward Coverage of Domestic Assault" (Wayne Wanta and Kimber Williams); "Sisyphus or Synergy: Effects of TV-Newspaper Collaborations on Voter Knowledge" (Jurgen Henn); "A Big Enough Web for the Both of Us? Online Coverage of the 1996 Election by Denver's Warring Newspapers" (Jane B. Singer); "Newspaper Nonreadership: A Study of Motivations" (Gina M. Masullo); and "Untangling the Web: Teaching Students How to Use Online Resources and Critically Evaluate Information" (Stan Ketterer). Individual papers contain references. (RS)

ED 415 543   CS 509 668

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (80th, Chicago, Illinois, July 30-August 2, 1997): Public Relations.
PUB DATE- 97
NOTE- 446p.; For other sections of these Proceedings, see CS 509 657-676.
LANGUAGE- English
EDRS Price- MF01/PC18 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Research/Technical (143)
DESCRIPTORS- *Conflict Resolution; Editors; Employee Attitudes; Evaluation Methods; Higher Education; Negotiation Impasses; *Organizational Communication; Service Learning; Volunteers
IDENTIFIERS- Community Service; Faculty Attitudes; Wire Services

The Public Relations section of the Proceedings contains the following 13 papers: "Pluralistic Ignorance and Educators in Public Relations: Underestimating Professionalism of Our Educator Peers and of Practitioners in the Field" (Lynne M. Sallot; Glen T. Cameron; Ruth Ann Weaver-Lariscy); "Critical Conflict Issues in Public Relations Agency-Client Relationships" (Pamela G. Bourland-Davis); "Evaluation and Assessment of a Service Learning Component in Academia: A Case Study" (Pamela G. Bourland-Davis and Lisa Fall); "Women in Public Relations: How Their Career Path Decisions Are Shaping

NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Content Analysis; Cultural Awareness; *Ethnic Groups; Higher Education; Minority Groups; *Public Relations; Reference Materials; Social Bias; *Student Needs; *Textbook Content; Textbook Research

A study examined the contents of 18 public relations textbooks published between 1991-1997 to determine the quality of minority inclusion. Results indicated that, of the 8,071 pages examined, 97 pages included minorities. Findings suggest that the results of this study were not significantly different from those of a similar, earlier study of public relations textbooks published between 1979-1988. Textbooks should include information about different ethnic groups because they act as socializing agents for students not exposed to cultural diversity, and students would get a more accurate depiction of the environment within which their public relations strategies and tactics would take place. Further research is recommended to assess whether a textbook that excludes discussion of minorities adequately provides students with the insight and information necessary to design and implement public relations campaigns in a heterogeneous society. (Contains a table of data and 10 references; a sample coding sheet is appended.) (Author/CR)

ED 415 562 CS 509 693

McCullough, L. E.
Plays of America from American Folklore for Young Actors Grades 7-12. Young Actors Series.
PUB DATE- 96
NOTE- 178p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Drama; *Folk Culture; *Popular Culture; Production Techniques; Secondary Education; *Student Participation; United States History; *United States Literature
IDENTIFIERS- *Folktales; Historical Background; Oral Literature

Designed to combine with studies in various disciplines, such as history, costume, language, dance, music, and social studies, the 10 plays in this book are drawn from the fount of American folklore and popular culture. They range from European, African, and Asian folktales recast in New World settings to the mythology associated with real-life figures such as Abraham Lincoln, Mother Jones, Johnny Appleseed, and Elvis Presley, and actual incidents in United States history. Each play has an introduction with information about its source culture, story genre, and historical context, as well as music and notes for staging and costuming. The plays are, as follows: "Johnny Appleseed and Willie Crabgrass"; "The Flames of Hell (Les Flammes d'Enfer)" (Mardi Gras--Louisiana); "Abe Lincoln for the Defense" (Illinois); "The Splendid Voyage of Kitty Doyle"; "Annie Christmas and the Natchez Trace Bandits" (Mississippi); "You're Live with Big-Foot Wallace"; "Greta Nilson's Magic Mare (La Caballa Bianca)" (Blackfoot tribe--Oregon Trail); "When People Could Fly" (African-American--Deep South); "The Seven Chan Brothers of Paiute Pass" (Colorado Rockies); and "The Most Dangerous Woman in America." (NKA)

Expenditure per Student; Expenditures; *Public Education; *School District Spending; School District Wealth; *School Funds; *State Aid; State Surveys
IDENTIFIERS- *Maryland; Spending Patterns

In fiscal 1996, Maryland expended over $5.7 billion on public education. This paper reviews the sources of revenue for education, focusing on the relative importance of federal, state, and local funding, and provides an overview of state education aid. The state's commitment to the public schools accounted for over 40 percent of spending at the local level, whereas at the state level, state aid for the public schools accounted for over 30 percent of state expenditures funded from general tax dollars. Some of the policy goals guiding state aid, a brief history of state education aid, and an overview of the various approaches Maryland uses to distribute education aid are highlighted. The report describes expenditures and those factors contributing to spending differences among school systems. Each section of the report provides an examination of trends over a period of years so as to supply historical perspective. An appendix provides a program-by-program description of many of Maryland's education aid programs, including the state's compensatory aid formula, teachers' retirement, school bus transportation grants, and special-education grants. (RJM)

ED 415 582 EA 028 863

Kim, Lori
Ready, Set, Let's Go: An Evaluation Study of an Educational Administration Program for Beginning Administrators.
PUB DATE- 97
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrators; *Educational Administration; Elementary Secondary Education; Higher Education; Management Development; Professional Continuing Education; Professional Development; Program Descriptions; Program Evaluation; *School Administration; Standards
IDENTIFIERS- California Commission on Teacher Credentialing

After consulting more than 2,500 practicing administrators and other professionals, California's Commission on Teacher Credentialing (CTC) adopted new standards for administrator preparation. The strengths and weaknesses of a new program that teaches these standards are discussed. The paper It focuses on the program in terms of its new features: induction, curriculum, mentoring, and candidate-assessment. The program was designed for the beginning administrator and uses the Standard of Quality and Effectiveness for Professional Administrative Services that was developed by the CTC. It consists of an induction course and three required core courses, electives, practicum, and a candidate assessment course. The curriculum is organized into five thematic areas: organizational and cultural environment, dynamics of strategic-issues management, ethical and reflective leadership, analysis and development of public policy, and management of information systems and human and fiscal resources. To evaluate the program, 25 beginning administrators who completed the pilot program were surveyed. Almost all candidates expressed satisfaction with the curriculum aspect of the program, agreeing that the curriculum themes were important components. The candidates' induction plans were well developed and the coursework allowed for meaningful integration of theory and

DESCRIPTORS- Academic Persistence; Age; Autism; Behavior Disorders; Deaf Blind; *Disabilities; Dropout Research; Emotional Disturbances; *Graduation; Head Injuries; Language Impairments; Learning Disabilities; Mental Retardation; *Potential Dropouts; *Public Schools; Secondary Education; *Student Attrition; Tables (Data); Visual Impairments; *Withdrawal (Education)
IDENTIFIERS- Illinois

This report presents estimated data on the exit reasons for students with disabilities projected to leave Illinois public schools after the 1997-98 school year. The data were prepared by averaging the information provided by school districts regarding students who were no longer receiving special education services during the 1995-96 and 1996-97 school years. The report format provides the exit reason by student disability with totals for each county. Disability categories include mental impairment, physical impairment, specific learning disability, visual impairments, hearing impairments, deaf-blind, speech and/or language impairments, behavior/emotional disorder, health impairment, autism, and traumatic brain injury. Exit reasons include: (1) graduated with diploma; (2) graduated with certificate of completion; (3) reached maximum age; and (4) dropped out. State totals are included at the end of the report. Estimates reveal 7,019 students with disabilities will graduate with a diploma, 305 students with disabilities will graduate with a certificate of completion, 427 students will age out, and 2,420 will drop out. (CR)

ED 415 602 EC 306 068

Awareness of Chronic Health Conditions: What the Teacher Needs To Know.
PUB DATE- 95
NOTE- 72p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Allergy; Asthma; Attention Deficit Disorders; Cerebral Palsy; *Chronic Illness; Classroom Techniques; Diabetes; *Disabilities; *Disability Identification; Downs Syndrome; Elementary Secondary Education; Epilepsy; *Etiology; Fetal Alcohol Syndrome; Foreign Countries; Inclusive Schools; Physical Disabilities; Spina Bifida; *Symptoms (Individual Disorders)
IDENTIFIERS- Aspergers Syndrome; Tourette Syndrome

This guide is intended to assist regular education teachers in understanding the implications for classroom instruction and management of a number of chronic health conditions. Each section includes a definition of a specific condition, recognition signs, a list of classroom strategies, and contacts for more information. Individual sections provide information on: (1) allergies (provides directions on what to do during an allergic reaction and in the case of an insect sting); (2) Asperger's disorder (includes key behavior patterns); (3) asthma (discusses suggested teacher behavior during an asthma attack); (4) Attention Deficit/Hyperactivity Disorder; (5) autism; (6) cerebral palsy; (7) Crohn's Disease and ulcerative colitis, chronic inflammatory bowel diseases of the gastrointestinal tract (addresses implications of treatment); (8) diabetes (discusses what to do in case of high and low

IDENTIFIERS- Kentucky; Maryland; Testing Accommodations (Disabilities)

This report describes and compares the inclusive assessment and accountability systems of Maryland and Kentucky, with a focus on components, scoring methods, reporting practices, data use, participation of students with disabilities, testing accommodations, and implementation considerations (including cost and training issues). Maryland and Kentucky practices are then contrasted to those used in other states. Results of the study indicate that both states have multiple forms of assessment and explicit procedures for deciding who participates in the various assessments. In both Maryland and Kentucky, schools are held accountable for improved student performance. In Maryland, schools are expected to show progress toward state-defined long-term goals. In Kentucky, schools are expected to improve over baseline performance. Both states and most others permit accommodations in assessments. However, Maryland and Kentucky are among the very few states that have an alternate assessment system that permits participation by students with severe disabilities. The report concludes that the assessment and accountability systems used in Kentucky and Maryland serve as good models for other states. Appendices include samples of released items and scoring guides from the Maryland School Performance Assessment Program and from the Kentucky Instructional Results Information System. (Contains 12 references.) (CR)

ED 415 622 EC 306 102

Ysseldyke, Jim; Thurlow, Martha; Erickson, Ron; Haigh, John; Moody, Mark; Trimble, Scott; Insko, Bill

Reporting School Performance in the Maryland and Kentucky Accountability Systems: What Scores Mean and How They Are Used. State Assessment Series: Maryland/Kentucky Report 2.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.

PUB DATE- 97

NOTE- 32p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Research/Technical (143)

DESCRIPTORS- *Academic Standards; Accountability; *Disabilities; *Educational Assessment; Educational Testing; Elementary Secondary Education; Evaluation Methods; Outcomes of Education; State Programs; *Student Evaluation; *Student Participation; *Test Use

IDENTIFIERS- Kentucky; Maryland; Testing Accommodations (Disabilities)

This report describes how assessments are scored and results are reported in the inclusive assessment and accountability systems in Maryland and Kentucky. Specific topics include: (1) how school performance is reported to the public; (2) what components go into the reported performance of schools; (3) how scores are obtained for students in the regular assessments; (4) how scores are obtained for students who participate in alternate assessment systems; (5) how scores are aggregated from regular and alternate assessment systems; (6) what current issues the assessment programs in both states are facing; and (7) what the plans are for the future. These topics are discussed for each state separately and then the two states are compared. Differences between the two states include the establishment of benchmark performance standards, Maryland's use of test performance in graduation requirements, Maryland's

and Minnesota's Basic Standards Tests. State Assessment Series: Minnesota, Report 4.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Standards; Accountability; *Achievement Tests; *Educational Assessment; Elementary Secondary Education; Evaluation Methods; Focus Groups; Information Needs; Language Minorities; *Limited English Speaking; *Minimum Competency Testing; Outcomes of Education; State Programs; State School District Relationship; Student Evaluation; *Student Participation; Testing Problems
IDENTIFIERS- *Minnesota; *Testing Accommodations (Disabilities)

This report describes findings of two half-day focus group meetings that discussed experiences and concerns about the participation of students with Limited English Proficiency (LEP) in Minnesota's Basic Standards Exams. The focus groups included test coordinators, general classroom teachers, and English as a Second Language teachers. The report summarizes the discussions held during the focus groups, including: (1) experiences during the Spring 1996 testing, with information on the level of participation by students with LEP, how participation decisions were made, and provision of accommodations; (2) suggestions for future test administrations, including information on interim testing, possible accommodations, district decision making processes, temporary exemptions, and a Pass-LEP scoring option; (3) future district needs, including the need for better student information, better test information, and other types of tests; and (4) district concerns, including general concerns about setting levels of performance, remediation and test preparation, and use of data. Possible accommodations discussed included the option to restate directions and test questions in different English words to make the test more comprehensible to students with LEP, the option to test students with LEP in their own classrooms, and the option to use dictionaries on the Basic Standards of Written Composition. (CR)

ED 415 640 EC 306 123

Thurlow, Martha; Liu, Kristin; Erickson, Ronald; Spicuzza, Richard; El Sawaf, Hamdy
Accommodations for Students with Limited English Proficiency: Analysis of Guidelines from States with Graduation Exams. State Assessment Series: Minnesota, Report 6.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Standards; Accountability; *Achievement Tests; Educational Assessment; Educational Testing; Evaluation Methods; *Graduation Requirements; High Schools; Language Minorities; *Limited English Speaking; *Minimum Competency Testing; Outcomes of Education; State Programs; *Student Evaluation; *Student Participation; Testing Problems
IDENTIFIERS- *Testing Accommodations (Disabilities)

In order to investigate the types of testing accommodations products have been increasingly scrutinized as to how they affect IAQ. Carpeting gives off volatile chemical vapors and it is recommended that schools test for volatile organic compounds (VOC) and work to lower these levels in the air. Other factors that school officials should consider regarding IAQ include microbial contamination, particularly through fungi growth, and water intrusion. Some recommended control methods involve using VOC emission data, using antimicrobial treatments, airing new products, minimizing the use of adhesives and sealers, "baking out" new carpet by raising the indoor temperature and then ventilating to accelerate the emission and removal of VOCs, cleaning new carpets with a high-efficiency particulate air filtration vacuum, and providing routine maintenance for the carpet, such as a vacuuming schedule, prompt stain removal, and shampooing or hot-water extraction. The strengths and weaknesses of having carpeting in a school are discussed. (RJM)

ED 415 658 EF 005 010

Jacobs, Bruce W.
Science Laboratories and Indoor Air Quality in Schools. Technical Bulletin.
SPONS. AGENCY- Environmental Protection Agency, Washington, DC. Office of Radiation and Indoor Air.
PUB DATE- 94
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; *Hazardous Materials; Health Conditions; Inspection; Quality Control; *School Buildings; *School Maintenance; *School Safety; Science Facilities; *Science Laboratories; *Ventilation
IDENTIFIERS- Facility Management; *Indoor Air Quality

Some of the issues surrounding the indoor air quality (IAQ) problems presented by science labs are discussed. Described are possible contaminants in labs, such as chemicals and biological organisms, and ways to lessen accidents arising from these sources are suggested. Some of the factors contributing to comfort, such as temperature levels, are explored, and an overview of exposure standards for air contaminant levels are discussed. Recommended control methods to avoid IAQ problems include eliminating or reducing the use of potentially harmful chemicals such as ether and mercury; ensuring that room ventilation meets government standards; and using hoods in labs to vent harmful vapors. Various laboratory hood exhaust systems are described and recommendations for hood placement are provided. It is emphasized that maintenance and sound operation policies are needed to ensure proper ventilation and that labs should use negative pressure whenever production of contaminants may occur. An overview of laboratory hood performance is provided. Others control methods include the proper storage of chemicals, careful disposal of laboratory waste, and implementation of a chemical hygiene plan. (Contains 1 table, 3 figures, and 14 references.) (RJM)

ED 415 659 EF 005 011

Jacobs, Bruce W.
Interior Painting and Indoor Air Quality in Schools. Technical Bulletin.

*Wolof
IDENTIFIERS- Africa; *Central State University OH; *Senegal

The Foreign Language/Area Studies Enhancement Program at Central State University (Ohio) is an experience-centered work and study program in Africa designed to give students training in language, culture, and technology. It parallels and supports the university's northern Senegal water management project designed to promote self-sufficiency among villagers in the husbanding of water resources. French and Wolof language and culture training are conducted through both overseas and classroom instruction and practical use of skills in the context of a major economic and agricultural development program. Over 700 students have participated in the program on campus and overseas; 58 students, faculty, and staff have traveled to Senegal, and program expansion has begun. Understanding of West African culture has been enhanced on campus, and instruction in foreign languages and renewable energy technology has been improved at the university, and the university has also developed an ongoing relationship with the government and people of Senegal. (MSE)

ED 415 677 FL 024 969

Fouser, Robert J.
Pragmatic Transfer in Highly Advanced Learners: Some Preliminary Findings. CLCS Occasional Paper No. 50.
PUB DATE- 97
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Advanced Students; Foreign Countries; Interlanguage; *Japanese; *Korean; *Language Proficiency; Language Research; Linguistic Theory; Native Speakers; *Pragmatics; *Second Language Learning; *Transfer of Training; Uncommonly Taught Languages

This study investigated language transfer, particularly in the realm of pragmatics, in a native Korean-speaking student of advanced Japanese. A series of tasks including a verbal report were used to elicit Japanese production and comprehension data. Results indicate that the learner drew heavily on his native language in completing the tasks, but that in pragmatic areas of language his performance deviated from generally accepted linguistic norms to a greater degree than his overall language proficiency would indicate. It is concluded that although language transfer helps learners attain a high level of global proficiency in a closely-related target language, it may be less effective in helping them attain a similar level of pragmatic competence in that language. This suggests that metapragmatic knowledge and affective variables may have a greater influence on development of pragmatic competence than they do on the development of other areas of target-language competence. (Contains 63 references.) (MSE)

ED 415 678 FL 024 970

Bergsland, Knut
Aleut Grammar: Unangam Tunuganaan Achixaasix. A Descriptive Reference Grammar of the Alteutian, Pribilof, and Commander Islands Aleut Language. Alaska Native Language Center Research Paper Number 10.
PUB DATE- 97
NOTE- 375p.
LANGUAGE- English

Language Instruction; Second Languages; Surveys; Teacher Role

Language teachers with little or no experience in conducting research are guided through the process of deciding what kind of classroom research to undertake, and how to organize and implement it. In question-and-answer format, four types of research are defined and explained separately: action, survey, correlational, and experimental studies. For each, an answer is provided to the questions: What is it? When do I do it? How do I set it up? How do I analyze the results? and Where do I go from here? Discussion addresses the characteristics, intended use, appropriate context, advantages and disadvantages, organization, type of data obtained, interpretation of results, and adjustments that can be made in the design. (Contains 13 references.) (MSE)

ED 415 698 FL 025 006

Hadley, Gregory S.
Action Research: Something for Everyone.
PUB DATE- 97
NOTE- 13p.; In: Classroom Teachers and Classroom Research; see FL 024 999.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Action Research; *Classroom Research; Classroom Techniques; *Data Collection; Data Interpretation; Foreign Countries; *Instructional Improvement; *Problem Solving; *Research Methodology; Second Language Instruction; Second Languages

A discussion of a particular problem in an individual teacher's second language classroom leads to a definition of "action research", examines the issues to be addressed before undertaking it, and results in suggestions for designing and implementing the study. Action research is defined as a process designed to improve teaching and facilitate learning by identifying a specific classroom problem, targeting causes through systematic data collection (surveys, observation, interviews, etc.), and applying an effective solution to the problem as a result of the data being collected and interpreted. Barriers to effective research are identified, including vague research ideas, professional isolation, lack of resources, and lack of time; possible resolutions for each are examined. Seven steps in conducting an action research process are outlined, and each is discussed. These include initiation (noticing a problem), preliminary investigation, hypothesis development, intervention, evaluation of results, dissemination of findings, and follow-up. An action research project undertaken by the author, to address the problem of an unresponsive class, is used throughout as illustration of the process and considerations in conducting such studies. (Contains 13 references. The survey instrument is appended.) (MSE)

ED 415 699 FL 025 007

Donan, Linda
Students as Ethnographers.
PUB DATE- 97
NOTE- 11p.; In: Classroom Teachers and Classroom Research; see FL 024 999.

groups were uncertain of their role. In some cases, native-speakers were condescending or dismissive of limited-English-proficient students' needs. It is concluded that the data raise concerns about authority, rules, roles, and relationships that must be addressed if response groups are to function effectively in a linguistically diverse classroom. Contains 31 references. (MSE)

ED 415 719 FL 025 029

Languages other than English Resource Guide.
PUB DATE- 97
NOTE- 184p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Academic Standards; Class Activities; Classroom Techniques; Course Content; Curriculum Design; *Curriculum Development; Elementary Secondary Education; *Language Tests; Second Language Instruction; Second Languages; *State Standards; Testing
IDENTIFIERS- *New York

This guide, "a work in progress," is one of a series designed to serve as companion documents for the New York state learning standards defined for each major curriculum area. It is intended to establish a connection between the state-mandated learning standards and classroom instruction and to further elaborate on the standards that will assist in planning grade-by-grade curricula. It has four parts. The first outlines the elements considered essential in planning a standards-based curriculum for foreign languages. It contains samples of locally developed curricula and scope and sequence materials, examples of best practices, and materials to support curriculum development. The second part presents standards-based learning experiences developed and reviewed by classroom teachers from across the state, as examples of "real" activities that can be used to bring learning standards to life in the classroom. Part three provides information on student assessment strategies, model assessments developed and used by teachers in New York State, and assessment materials developed by national and state professional organizations. The final part outlines performance indicators at three levels for each state standard. (MSE)

ED 415 720 FL 025 030

Educational Research Workshop on the Effectiveness of Modern Language Learning and Teaching (Graz, Austria, March 5-8, 1996).
PUB DATE- 96
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Bilingual Education; Cognitive Style; Conference Proceedings; Elementary Secondary Education; FLES; Foreign Countries; *Grammar; Instructional Effectiveness; *Instructional Improvement; Language Role; Language Tests; Language Usage; *Modern Languages; Outcomes of Education; Research Needs; Second Language Instruction; Second Language Learning; *Teaching Skills; Workshops
IDENTIFIERS- *Europe

This report summarizes the proceedings of a 1996 workshop on modern language teaching, sponsored by the Council of Europe. It first outlines the workshop's aims to examine relevant

*Instructional Innovation; Logical Thinking; *Multicultural Education; Philosophy; Sex Stereotypes; Student Attitudes; Teacher Role; Teaching Methods; *Thinking Skills
IDENTIFIERS- Gender Issues; Socrates

This book addresses the need for higher education to create a community of critical thinkers. It suggests that contemporary curricular reform is already producing citizens of the world as it advocates diversity and multicultural education. The central argument is a defense of the "new education," and is rooted in the ideal of the citizen who examines tradition critically and who respects the ability to reason. Drawing on Socrates and the Stoics, three core values of liberal education are defined--critical self-examination, the ideal of the world citizen, and the development of the narrative imagination. The actualization of these values is examined in several different higher education settings, including research universities, small independent colleges, and religious institutions, and in particular courses. The importance of emerging areas of study, such as gender, minority, non-Western religions and culture, and gay studies, is described in the context of their fundamental contributions to critical reasoning. The campuses studied include: Brigham Young University (Utah), California State Polytechnic University (Pomona), Notre Dame (Indiana), Bentley College (Massachusetts), Brown University (Rhode Island), University of Chicago (Illinois), University of Nevada at Reno, Stanford University (California), and Harvard University (Massachusetts). (JLS)

ED 415 739 HE 030 854

Precollegiate Summer Camp Opportunity for Potential Teachers (SCOPE). Final Report.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.; EXXON Education Foundation, New York, NY.; General Mills, Inc., Minneapolis, MN.
PUB DATE- 93
NOTE- 192p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Career Exploration; *Career Guidance; College Admission; *Cooperative Learning; Curriculum Development; Curriculum Enrichment; *Disadvantaged Youth; High School Students; High Schools; Higher Education; Instructional Materials; Intervention; Mathematics Education; Minority Group Teachers; Minority Groups; Outcomes of Education; Science Education; Student Attitudes; *Student Recruitment; *Summer Programs; Teacher Recruitment; Technology Transfer

The Precollege Summer Camp Opportunity for Potential Educators (SCOPE) project was a minority recruitment and retention program designed to attract academically challenged tenth and eleventh grade students into teaching careers in mathematics and science. This three-year project offered a six-week summer camp for 50 precollege minority students in each of the three years. Project goals included: (1) recruiting minority students for teaching careers, (2) providing early clinical experiences, (3) increasing minority students' access to advanced mathematics and science courses, and (4) presenting seminars conducted by master teachers and role models. Program activities involved an intensive enrichment curriculum in mathematics, science, communication skills, technology in teaching, and video mock teaching episodes. Courses were designed to incorporate cooperative learning, real life

Ethics, Law, and Public Policy" (Dennis Wittmer, John Holcomb, Bruce Hutton, and Donald R. Nelson); "An Outcomes-Centered Approach to Teaching Public-Sector Ethics" (David T. Ozar); "Citizenship and the Policy Professional" (Jeffrey Mayer and Robert Seidel); "Teaching Professional Ethics: Addressing the 'Algorithmic Thinker'" (John G. Pomery); "The Hyppolytus, Public Administration, and the Need for Prudence" (Henry T. Edmondson III); "Using Codes of Ethics in Teaching Public Administration" (Jeremy F. Plant); "Teaching Public and Private Sector Ethics: Some Fundamental Differences and Surprising Similarities" (Robert W. Smith); "Ethics Workshops in State Government: Teaching Practitioners" (William D. Richardson, Lloyd G. Nigro, and Ronald L. McNinch); "Ethics, The Academy, and Part-Time Civic Leaders" (Louis C. Zuccarello); "Ethics Education in Municipal Government: It Does Make a Difference" (Willa Marie Bruce); "Postmodernity, Reform Fads, and Program Management: Presumptive Consequentialism vs. Discourse Ethics" (Charles J. Fox); "The Ethics of Faculty-Student Relations: Identifying Boundaries" (Marcia Lynn Whicker); "The Ethics of Graduate and Professional Advising" (George H. Cox, Jr.); "Ethical Principles for Public Administration Research" (Jerry Mitchell); and "The Ethics of Consulting in the Public Administration Academy: Mapping a Black Hole" (Thomas H. Roback). (Individual chapters contain references.) (SW)

ED 415 758 HE 030 903

Eligibility of California's 1996 High School Graduates for Admission to the State's Public Universities. Commission Report 97-9.
PUB DATE- 97
NOTE- 81p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Persistence; *Admission Criteria; Advanced Placement; Asian Americans; Blacks; *College Admission; College Bound Students; College Entrance Examinations; Elementary Secondary Education; Equivalency Tests; Ethnic Groups; Geographic Regions; *High School Graduates; Higher Education; Hispanic Americans; Minority Groups; *Public Colleges; Racial Differences; Rural Urban Differences; Sex Differences; *State Universities; Student Characteristics; Trend Analysis
IDENTIFIERS- *California State University; *University of California

This report analyzes the eligibility of California's 1996 high school graduating class in light of freshman admission requirements in effect for fall 1996, which stipulated that the freshmen classes for the California State University and the University of California be selected from the top one-third and one-eighth of the graduating class, respectively. Twenty-five charts and tables and accompanying narrative present statistical trends since 1981 in the racial-ethnic composition of public high school graduates, along with graduation trends by geographic region for 1990 and 1996. The report notes that 1996 high school graduates were more likely than 1990 graduates to complete a university preparatory curriculum, take advanced placement tests, and take college admission examinations. As a result of the more stringent admission requirements, a smaller proportion of graduates were fully eligible for the state's public institutions in 1996 than in 1990. For California State University, eligibility rates declined for both men and women and for the four major racial-ethnic groups, in all 11

ED 415 777 HE 030 923

Barrett, Christopher B.; Cason, Jeffrey W.
Overseas Research. A Practical Guide.
PUB DATE- 97
NOTE- 142p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Cultural Differences; *Field Studies; Foreign Countries; Graduate Students; Graduate Study; Higher Education; Intercultural Communication; International Educational Exchange; International Programs; Research Assistants; Research methodology; *Study Abroad; Work Environment
IDENTIFIERS- International Predissertation Fellowship Program; MacArthur Fellows Program; Social Science Research Council; Stanford University CA; University of Wisconsin Madison

This guide is intended to give practical advice that prepares graduate student researchers for the realities and challenges of living and working abroad, with a particular focus on that area of research experience that is between participation and observation. Drawing on the experiences of 150 scholars, funded over a 6-year period by the MacArthur Scholars programs at Stanford University, the University of Wisconsin, and those supported by the Ford Foundation-funded Social Science Research Council's International Predissertation Fellowship Program, the book covers researchers experiences in 43 countries. The first chapters cover topics such as site selection, language training, project funding, and predeparture preparations. A chapter on living and working in the field covers issues of gender, race, class, and age, relations with expatriates, and settling in academically. Other chapters deal with issues such as the logistics of fieldwork (equipment/transportation/research assistants), dealing with sensitive subjects, selecting and cultivating information, and maintaining credibility. Knowing when and how to wrap up the research effort and go home is also discussed. The final chapters relate to general issues of organizing data, the writing process, getting reacclimated to home, and post-fieldwork obligations and opportunities. The text is expanded throughout by short, personal narratives. (Contains approximately 150 topically arranged bibliographic references.). (JLS)

ED 415 778 HE 030 924

Gellert, Claudius, Ed.
Higher Education in Europe. Higher Education Policy Series 16.
PUB DATE- 93
NOTE- 256p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - General (140)
DESCRIPTORS- Access to Education; Change Agents; *Comparative Education; Developing Institutions; *Educational Policy; Foreign Countries; Higher Education; International Education; Organizational Change; Socioeconomic Influences
IDENTIFIERS- *Europe; Von Humboldt (Wilhelm)

This book addresses some of the major institutional and structural changes that have occurred in European universities including academic and social integration, student effort and involvement, encouragement of family and friends, financial need and ability to pay, race and campus climate, and goal clarity. Multivariate regression analysis was used to evaluate responses (n=496) to an undergraduate outcomes survey conducted in 1994. The study found the most beneficial classroom experiences were reported by upper division students who perceived a campus climate of racial harmony and tolerance and reported the highest levels of academic integration in the form of faculty concern for students and the students' own academic effort and involvement. (Contains 43 references.) (DB)

ED 415 796 HE 030 947

Inoue, Yukiko
The Educational and Occupational Attainment Process for American Women. ASHE Annual Meeting Paper.
PUB DATE- 97
NOTE- 32p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (22nd , Albuquerque, NM, November 6-9, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Ability; Academic Achievement; *Educational Attainment; Elementary Secondary Education; *Employment Level; Family Influence; Family Size; *Females; High Schools; Higher Education; Longitudinal Studies; Marital Status; Models; Occupational Aspiration; Peer Influence; Predictor Variables; Research Methodology; Sex Differences; Socioeconomic Status
IDENTIFIERS- *ASHE Annual Meeting; *National Longitudinal Study High School Class 1972

This study used data from the National Longitudinal Study of the High School Class of 1972 to examine factors influencing the educational and occupational attainment of American women. The longitudinal study followed 2,160 seniors from 1,200 schools for 14 years after high school graduation. A variation of the Wisconsin model, which examined influences on male educational and occupational attainment, was used. The study found that educational attainment was the strongest predictor of occupational attainment. Unlike the Wisconsin model, it found that academic performance was primarily a function of ability; socioeconomic status (SES) was negative and small relative to ability. Like the Wisconsin model, this study found academic achievement and SES had the strongest effects on significant others' influence. Unlike the Wisconsin model, significant others' influence had no direct effect on occupational aspiration for this sample. The primary influence on educational attainment was educational aspiration and gender. SES had a more powerful effect on educational attainment than on occupational attainment. Marital status had no influence on educational or occupational attainment, although number of children had a negative effect on educational attainment; this effect was equal for both sexes. (Contains 34 references.) (DB)

ED 415 797 HE 030 948

Lang, Daniel W.
Amos Brown and the American Land Grant College Movement. ASHE Annual Meeting Paper.
PUB DATE- 97
NOTE- 37p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (22nd,

PUB DATE- 97
NOTE- 12p.; Paper presented at the Asia Literacy Regional Forum (Manila, Philippines, May 5-9, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Literacy; Beginning Reading; Curriculum Development; *Distance Education; Dropout Programs; Feasibility Studies; Foreign Countries; *Literacy Education; Material Development; Nontraditional Education; *Open Education; Program Development; Program Implementation; Womens Education
IDENTIFIERS- *India; *Post Literacy Programs

The National Literacy Mission Authority has begun pilot testing an innovative open distance education program for newly literate individuals in 20 districts of India. Using open and distance education where literacy is at its infancy is feasible because newly literate persons can manage to read printed material and have the motivation to read and learn. Curriculum and learning requirements are graded at three levels. The target groups include successful neo-literate persons from the Total Literacy Campaign, successful learners from nonformal education centers, and dropouts from formal primary schools and from nonformal education centers. The project's objectives are as follows: provide an alternative channel to schooling; reduce disparities in educational access, especially for girls and disadvantaged groups; increase retention rates; and provide a learning continuum. The program is composed of three to five of the following subjects at Levels A, B, and C: language, mathematics, environment, science, social sciences, and vocational. Innovative features include introduction of vocational courses at all three levels; large internal choices for learners; and multiple points of entry. Curriculum and instructional material have been developed keeping in mind the diversity of learning needs of the neo-literate population belonging to various cultural, linguistics, and rural-urban settings. A decentralized model of implementation has been adopted. (YLB)

ED 415 352 CE 075 491

Parthasarthy, K.; Balasaravanan, T.
Mobilization and Involvement of Students and Teachers in Implementing the Adult and Extension Education Programmes at the Grass-Root Level with Special Reference to Bharathidasan University, Tiruchirapalli, India: A Case Study.
PUB DATE- 97
NOTE- 25p.; Paper presented at the Asia Literacy Regional Forum (Manila, Philippines, May 5-9, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Basic Education; Adult Literacy; *College Faculty; *College Students; Colleges; *Extension Education; Foreign Countries; Higher Education; Illiteracy; *Literacy Education; Program Development; Program Implementation; Student Participation; Teacher Participation
IDENTIFIERS- *India

India has made considerable progress toward universal primary education but has the dubious distinction of having the highest illiteracy rates in the world. Stringent endeavors are being

This document examines the transferability of distance learning qualifications within the 16 member states of the European Union and 18 Eastern European countries. Chapter 1 explains the document's structure, and chapter 2 presents basic information about the legal background regulating the recognition of academic and vocational qualifications in the European Union. The following programs and networks in Eastern Europe are discussed in chapter 3: the United Nations Educational, Scientific, and Cultural Organization's European Centre for Higher Education; European Community Course Credit Transfer System; European Network of Information Centres; International Network for Quality Assurance Agencies in Higher Education; and PHARE (originally called Poland and Hungary: Assistance for the Reconstruction of the Economy). The 16 sections in chapter 4 include the following information for each member state of the European Union (Austria, French-speaking Belgium, Dutch-speaking Belgium, Denmark, Finland, France, Germany, Greece, Ireland, Italy, Luxembourg, Netherlands, Portugal, Spain, Sweden, United Kingdom): policies and procedures for recognition of distance education; bilateral or multilateral agreements regarding recognition of training; and useful addresses of sources of specific information about recognition of training in the specific country. Chapter 5 contains comparable information for 17 Eastern European countries: Albania, Belarus, Bosnia and Herzegovina, Bulgaria, Croatia, Czech Republic, Estonia, Hungary, Latvia, former Yugsolvia Republic of Lithuania, Macedonia, Moldova, Poland, Romania, Russia, Slovak Republic, Slovenia, and Ukraine. The bibliography contains 30 references. Appended is a list of seven directives regarding recognition of professional education and training. (MN)

ED 415 370   CE 075 539

Enhancing Education and Training through Technology.
PUB DATE- 97
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Numerical/Quantitative Data (110)
DESCRIPTORS- Adult Education; *Computer Assisted Instruction; *Computer Oriented Programs; *Computer Uses in Education; *Distance Education; *Educational Needs; Elementary Secondary Education; Higher Education; Job Skills; *On the Job Training; Technological Advancement

This paper provides an overview of technology in education and in the workplace. It includes information, presented in charts and graphs, on the following: (1) students' and workers' access to state-of-the-art education and training technology; (2) the readiness of educators and trainers to incorporate technology into the learning environment; (3) the content of curricula and training materials using the technology medium; and (4) the performance outcomes resulting from incorporating technology into the learning process. Some of the conclusions drawn from the data are as follows: public schools are viewed as "behind the times" in using computers; little attention is being paid to training teachers to use technology; by the year 2000, 95 percent of public schools expect to have Internet access; training for higher education is widely available, but more than one-fourth of the institutions do not provide training in developing curricula for distance learning courses; more than half of teachers do not use computers for mathematics instruction, and more than half of 11th-grade students do not candidate's skills in human relations, predominate in hiring and postemployment decisions. The study also validated the idea that there are identifiable skills that can constitute competencies for preparing the work force to meet the needs of business and industry. The study suggested that it may be necessary to provide training in evaluating employees for staff who make hiring decisions and training to help work force development practitioners incorporate the appropriate elements in their curriculum for work force preparation. (Contains 13 references.) (KC)

ED 415 387 CE 075 594

Thompson, Gregory W.; Schumacher, Leon G.
Implications of Integrating Science in Secondary Agricultural Education Programs.
PUB DATE- 97
NOTE- 13p.; Paper presented at the American Vocational Association Convention (Las Vegas, NV, December 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Agricultural Education; Educational Needs; Higher Education; Instructional Effectiveness; *Integrated Curriculum; Needs Assessment; Program Content; *Science Instruction; Secondary Education; *Teacher Attitudes; *Vocational Education; *Vocational Education Teachers
IDENTIFIERS- *Agricultural Sciences; Impact Studies

Agriscience teachers' perceptions of the impact of integrating science on their agricultural education program were examined through a survey of all 253 state, regional, and national winners of the National Future Farmers of America AgriScience Teacher of the Year Award Program in 1988-1995. The survey contained 38 Likert-type statements. Usable responses were received from 131 (71.98%) of the teachers. The study population generally believed the following: (1) integrating science improves students' understanding of science concepts and their application to agriculture; (2) agriscience teachers need more preparation time before they can emphasize integrated science concepts, and they are better prepared to integrate biological science concepts than physical science concepts; (3) undergraduates will be better prepared to teach if they receive instruction in how to integrate science and if their student teaching experience is with a cooperating teacher who integrates science; and (4) enrollment of high-quality students in agricultural education will likely increase as agriscience teachers integrate more science into agriculture programs. Recommendations called for more inservice and preservice training in integrating science into the agricultural education curriculum and scheduling more planning time for teachers attempting to integrate science into their agriculture curricula. (Contains 30 references.) (MN)

ED 415 388 CE 075 595

Sandford, Brian A.; Torres, Robert M.
Sources of Influence on Students' Enrollment Decision in Post-Secondary Vocational-Technical Education.
PUB DATE- 97
NOTE- 13p.; Paper presented at the American Vocational Association Convention (Las Vegas, NV, December 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

*Systems Approach; Teaching Methods
IDENTIFIERS- *Arkansas

Two basic approaches to career education (CE) are available to school systems in Arkansas: a "stand-alone" approach and an "integrated" CE program. The stand-alone course, which is called career orientation (CO), is required for all junior high schools. It consists of four major units: self-awareness; career awareness; employability skills; and career action plans. The Arkansas Workforce Development Department establishes the course's content, curriculum, and instructional methods. Teachers receive endorsement to teach CO courses by taking two graduate-level courses. Because the integrated system of CE is not a required curriculum for Arkansas schools, it does not have a formal teacher endorsement program. The course content, curriculum, and teaching methods of integrated CE programs are left to classroom teachers' discretion. Integrated CE approaches may be installed in Arkansas school systems in several ways: by using a 1- or 2-week period to implement the theme and carrying it through to its end and by setting aside a period of time each day for study of the selected CE-related topic. Classroom teachers need training in career development in addition to training in their field of concentration. Successful integration of CE into traditional subject-area courses requires involvement of the total school community. (MN)

ED 415 407 CE 075 620

Hatcher, Tim; Craig, Bob
Humanizing the Technological Learning Experience: The Role of Support Services as Socialization in a Human Resource Development Distance Education Program.
PUB DATE- 98
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Learning; *Distance Education; Educational Change; Educational Improvement; Educational Needs; Educational Principles; Educational Research; *Educational Technology; Higher Education; *Humanization; *Labor Force Development; Models; Needs Assessment; *Social Support Groups; *Socialization; Theory Practice Relationship
IDENTIFIERS- *University of Arkansas

The University of Arkansas developed a distance education (DE) baccalaureate degree program in human resource development (HRD) that may serve as a model for developing DE at any level. The program, which was designed on the basis of a statewide needs assessment and competencies researched by the American Society for Training and Development, is unique from the standpoint of its use of support services. Support services have traditionally been viewed as separate from but supportive of technologically based cognitive and affective learning. In the new HRD program, support services have been defined in terms of factors that support socialization of learners and faculty. When the HRD program was developed, the following five components of effective DE programs were discussed from the standpoint of how their interaction could result in a synergistic and humanizing learning experience for adult learners: organizational philosophy; course content; learner characteristics; location of teachers and learners; and technology/media. After the discussions, instructors in the HRD program adjusted their instructional approaches to accommodate

Manufacturing Industry; Models; Needs Assessment; *Organizational Change; Participative Decision Making; Problem Solving; Program Development; Program Effectiveness; Program Evaluation; Program Implementation; *Workplace Literacy
IDENTIFIERS- *Collaborative Learning; Continuous Improvement; New York

This publication consists of four volumes of the evaluation report for a project to provide workplace basic skills education for employees in seven manufacturing companies in New York in partnership with five education agencies. Volume I: "Executive Summary" provides an overview of the evaluation results. Volume II: "Program Goals and Accomplishments" includes a presentation and analysis of findings about the extent to which the project accomplished each goal. The outcomes from individual sites are detailed, and an attempt is made to synthesize these outcomes across sites to present an overall picture of statewide accomplishments. Volume III: "The CICI Model: Vision and Realization" describes the original vision of the Collaborative Learning for Continuous Improvement (CLCI) model and analyzes its strengths, difficulties, and the adjustments made to the vision as the model was implemented over the 3-year period. It concludes with a discussion of what the project learned about workplace education through the experience, lessons that may be helpful for those planning, developing, or thinking about workplace education. Volume IV: "Site Portrayals" provides a detailed picture of each site as a whole, its context, how it implemented the model, what it achieved, and what lessons might be learned from the experiences at that site. This volume is intended to give readers a grounded portrayal of the life of CLCI in its real settings and to enable them to form their own sense of how the model is differently implemented in various contexts. (YLB)

ED 415 426 CE 075 657

Mortera-Gutierrez, Fernando
Distance Education in the Educational System of Mexico.
PUB DATE- 98
NOTE- 8p.; Paper presented at the Annual Distance Education Conference (5th, Austin, TX, January 27-30,1998).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Continuing Education; *Delivery Systems; *Distance Education; Educational History; *Educational Objectives; Educational Policy; *Educational Practices; Educational Technology; *Educational Trends; Elementary Secondary Education; Foreign Countries; Higher Education; Literacy Education; Open Education
IDENTIFIERS- *Mexico

In Mexico, Distance Education (DE) is defined as an "extracurricular form of education" that offers great flexibility from the standpoints of space and time coupled with the official validation and accreditation enjoyed by the country's traditional educational system. In the past 50 years, DE in Mexico has evolved from an academic area of support to a dynamic field in basic and higher education. Approximately 46 institutions now offer DE and continuing education programs in Mexico through numerous delivery systems, including correspondence courses, radio and television, audioconferencing, videoconferencing, computer-based education, the World Wide Web, e-mail, and fax. DE programs exist for

Education; *Faculty Development; Higher Education; *Institutes (Training Programs); *Integrated Curriculum; *Outcomes of Education; Program Effectiveness; Student Interests; *Summer Programs; Teacher Attitudes
IDENTIFIERS- *Agricultural Literacy; Oregon State University

A study determined if 52 responding participants (of 81) in the Summer Agriculture Institute (SAI) used the agricultural information in their curricula. The Department of Agriculture Education and General Agriculture, Oregon State University, and the Oregon Farm Bureau established SAI to give nonagricultural K-12 teachers an overview of agriculture and its impact on society in a week-long, 60-hour course that required completion of a lesson plan that integrated agriculture into a lesson they currently taught. An instrument collected data on teacher perceptions of student interest in learning about agriculture, participants' use of the agricultural literacy materials, and demographic information about respondents. Participants integrated agriculture into their existing lesson plans, with some using the information to a high degree. Teacher perceptions of content, structure, and usability of SAI presentations and materials were positive. Teachers perceived students as being most interested in animals, crops, and food processing. Teachers felt the greatest barriers to implementing agriculture into existing lessons were the time necessary for curricula changes and access to necessary supplies, materials, and information. In general, they perceived SAI to be well planned, appropriate to their level of understanding, and adaptable to the grade level they teach. Research was recommended into teacher motivation for enrolling and identification of materials to provide to teachers. (Contains 17 references.) (YLB)

ED 415 444 CE 075 721

Sutherland, Peter, Ed.
Adult Learning: A Reader.
PUB DATE- 97
NOTE- 208p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Adult Education; *Adult Learning; *Adult Students; *Cognitive Processes; *College Students; *Education Work Relationship; Higher Education; Learning Strategies; Peer Teaching; Small Group Instruction

This book on adult learning is divided into six sections. Section 1, Cognitive Processes, includes the following chapters: "Cognitive Processes: Contemporary Paradigms of Learning" (Jack Mezirow); "Information Processing, Memory, Age and Adult Learning" (Gillian Boulton-Lewis); "Adult Learners' Metacognitive Behaviour in Higher Education" (Barry Dart). Section 2, Learning and Education, contains chapters: "Epistemological Approaches to Cognitive Development in College Students" (Paul Hettich); "Personality Factors That Influence a Student's Choice of Learning Tactics" (Ronald R. Schmeck); "Behaviourist Approaches to Adult Learning" (Glyn Owens); "Experiential Learning and Constructivism: Potential for a Mutually Beneficial Synthesis" (Peter Sutherland). Section 3, Adult Learning in Small-Group Situations, includes chapters: "Learning in Small Groups" (Ian Mowatt, Gerda Siann); "Peer Tutoring for Flexible and Effective Adult Learning" (Keith Topping). Section 4, The Context of Education, contains chapters: "Adult Learning in a Workplace Context" (Hitendra Pillay); "Education, Work and Adult Life: How Adults Relate for Young Adults," (5) "Prevalence of Drug Use among College Students," and (6) "Trends in Drug Use among College Students." Overall, it was found that there were appreciable declines in the use of a number of the illicit drugs among high school seniors, with the largest declines evident among American college students and young adults. (RJM)

ED 415 463   CG 028 239

Efird, Barbara M.
Career Development Resource Guide and User's Guide for "Career Choices in North Carolina."
PUB DATE- 97
NOTE- 138p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Career Awareness; *Career Choice; *Career Development; *Career Education; Curriculum Guides; Elementary Secondary Education; Instructional Materials; Occupational Aspiration; Occupations; Teaching Guides
IDENTIFIERS- North Carolina

Ways in which educators can help students develop the skills and strategies needed for the workplace are outlined in this Resource and User's Guide. It begins with a series of lesson plans that address career choices, the career planning process, education planning, career decision making, career trends, and job seeking skills. The guide then offers suggestions, activities, and plans for helping students know themselves, including ideas on self-assessment, on occupational interests, and ways in which to plan one's career. Career exploration is covered in the next section where students are taught how to research careers and job outlooks and how to investigate entrepreneurial endeavors. Skills development and decision-making strategies are also featured in this section. The education and training that a student will need to pursue a particular career are presented in the following chapter. Tips on choosing a college, military careers, and other advice are outlined. Job search methods are discussed next and advice on resume preparation, cover letters, networking, and other job-search strategies are detailed. The final section lists additional resources that may be of use to students. (RJM)

ED 415 464   CG 028 240

Mullis, Lelia Christie
A Synthesis of Research on Home, School, and Community Collaboration To Keep Children from Joining Gangs.
PUB DATE- 97
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Crime Prevention; Delinquency; Elementary Secondary Education; *Family School Relationship; *Juvenile Gangs; Literature Reviews; *Prevention; *School Community Relationship; Violence

Some models for collaboration among families, schools, law enforcement, and social agencies, which promote gang awareness and prevention of gang involvement at the elementary and middle school levels, are described in this research review. The care planning and how to prepare for cross-examination as an expert witness. Each lesson contains references and questions. (RJM)

ED 415 483   CG 028 325

The Prevention Researcher, 1994-1997.
PUB DATE- 97
NOTE- 114p.; Currently published triannually.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adolescents; At Risk Persons; Battered Women; Delinquency; *Delinquency Prevention; Drug Abuse; *Juvenile Gangs; *Prevention; Secondary Education; Social Attitudes; *Violence; Youth Problems
IDENTIFIERS- *Dating Violence

This document consists of the first 10 issues of the newsletter, "Prevention Researcher," published during the 4-year period 1994 through 1997. The 1994 issues (two) focus on dating violence and youth gangs. The 1995 issues (two) focus on Internet resources for prevention professionals and on drunk driving. The 1996 issues (three) focus on models for effective prevention of violence, student athlete alcohol use, and adolescent suicide. The 1997 issues (three) focus on adolescent pregnancy, juvenile delinquency, and eating disorders. (RJM)

ED 415 484   CS 012 998

Parmer, Lavada Jacumin; Thames, Dana G.; Kazelskis, Richard
Effects of An Integrated Format for Reading Instruction on the Comprehension and Word-Recognition Performance of Fourth- and Fifth-Grade Students Who Exhibit Severe Reading Problems.
PUB DATE- 97
NOTE- 23p.; Paper presented at the Annual Meeting of The Mid-South Educational Research Association (Memphis, TN, November 12-14, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Instructional Effectiveness; *Integrated Activities; Intermediate Grades; *Language Arts; Reading Achievement; *Reading Comprehension; Reading Difficulties; *Reading Instruction; Reading Processes; Reading Research; Reading Strategies; Reading Tests; Tables (Data); Teaching Methods; *Word Recognition
IDENTIFIERS- Self Monitoring; Teaching Research

A study examined the effectiveness of an integrated language arts instructional format for teaching reading compared with the effectiveness of the typical traditional reading program. The study investigated the effectiveness of approaches that are representative of both viewpoints of the reading process (i.e., word recognition and the construction of meaning) with fourth- and fifth-grade students who, based on their Total Normal Curve Equivalent scores on the Iowa Tests of Basic Skills (ITBS), exhibited severe reading problems. Subjects were 123 randomly selected students (50 from grade 4 and 80 from grade 5) from a public school system in a small southern town. Of these 123 students, 25 fourth graders and 40 fifth graders were randomly assigned to either the experimental or the control group. Both groups were administered the Interest Reading Inventory (IRI), closer look at methods and analyses. (NKA)

ED 415 504 CS 216 142

Ryan, Jack
American Nature Writing and the Composition Classroom.
PUB DATE- 97
NOTE- 16p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (48th, Phoenix, AZ, March 12-15, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Conservation (Environment); Course Descriptions; *Environment; Environmental Education; *Freshman Composition; Higher Education; Journal Writing; Reader Response; Thematic Approach; *Writing Assignments
IDENTIFIERS- *Nature Writing

A model for an integrative first-year writing class, combining American native writing, field experience, and the fundamental trappings of a composition class, are examined in this paper. Students can learn to respond to environmental issues in creative ways and explore issues that they will face in their lives. In addition to a combined field/reader response journal (presented either on-line or as hard copy), the course consists of four loose thematic sections, each requiring a paper of four to six pages that must go through a three-draft process conducted, for the most part, in the classroom. The first two weeks of class are designed to evaluate how students view the physical world. Students then explore American nature writing in groups of two or three students. A day-long field trip as well as viewing the film "Chinatown" are also a part of the course. Students also read several essays on land use and write a series of short response papers. At semester's end, students read "Double Whammy," a crime novel which is really about crimes committed against Florida's unprotected wilderness. By opening up the classroom, actually exploring the environment, the course gives students a solid educational experience, one that focuses on the out-of-doors, reading, writing, and thinking. (RS)

ED 415 505 CS 216 143

Richmond, Joan L.
Roland Barthes and Decomposing/Deterritorializing the Writing Classroom.
PUB DATE- 97
NOTE- 13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (48th, Phoenix, AZ, March 12-15, 1997).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Environment; *Educational Philosophy; *Freshman Composition; Higher Education; *Student Needs; *Teacher Student Relationship
IDENTIFIERS- *Barthes (Roland); Teaching Perspectives

Roland Barthes points out in his pedagogical essays that, although students have been filled with horror stories of professorial expectations, at the same time they have to recorded literature were identified according to student preferences and objective assessments; a correlation between student behavior or writing strengths and the mode of exposure was not found. The identification of auditory-based learners, based on examples of student work and student preferences, was then used to propose a reading program that integrates the use of recorded literature. (Contains eight references, and three tables and five figures of data. Appendixes contain activity sheets, objective and subjective assessment forms, and a student self-evaluation.) (Author/RS)

ED 415 525 CS 216 178

Nystrand, Martin; Gamoran, Adam; Carbonaro, William
Towards an Ecology of Learning: The Case of Classroom Discourse and Its Effects on Writing in High School English and Social Studies. Report Series 2.34.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Communication; Classroom Research; Comparative Analysis; *English Instruction; High Schools; Models; Regression (Statistics); *Social Studies; Student Role; Teacher Role; *Writing (Composition); Writing Research
IDENTIFIERS- Conversation; *Discourse Communities; Purpose (Composition); Question Types

Despite substantial research on children's literacy performance outside school, relatively few studies have examined the classroom context of writing development, and even fewer have considered the relationship between general classroom discourse and writing. This paper presents an ecological framework for studying the relation between classroom discourse and writing. The framework emphasizes the reciprocal roles of teachers and students and focuses on the types of questions teachers and students ask as indicators of classroom discourse. The framework is assessed with data on discourse and writing in 54 ninth-grade English classes and 48 ninth-grade social studies classes. In both subjects, it is found that classroom discourse and writing activities tend to proceed independently of one another. Regression analyses show that student writing benefits from classroom talk, especially when teachers ask "authentic questions" (questions for which teachers are not looking for particular answers) and incorporate student responses into the questions they pose (known as "uptake"). Student writing is also enhanced by instructional coherence among reading, writing, and classroom talk. Students who are required to write more frequently exhibit better writing in English class but worse performance on writing in social studies, a finding that may be explained by the different purposes of writing in the two subjects. Social studies teachers used writing mainly as a check on reading, whereas English teachers paid more attention to the writing process. Contains 4 tables of data, 9 endnotes, an attached analysis of a social studies test with 4 tables, and 42 references. (Author/NKA)

ED 415 526 CS 216 181

Rosenberg, Liz, Ed.
The Invisible Ladder: An Anthology of Contemporary American Poems for Young Readers.

the Future of the Profession" (Mara Hynes Huberlie); "Better Than Drinking Poison: Editors' Perceptions of the Utility of Public Relations Information Subsidies in a Constrained Economic Climate" (Patricia A. Curtin); "Demonstrating Effectiveness in Public Relations: Goals, Objectives, and Evaluation" (Linda Childers Hon); "Wired to the World: A Preliminary Study of News Release Wire Services as Conduits for International Communication" (Lois A. Boynton); "Fourth Generation Evaluation: Implications for Public Relations Education" (Debra A. Miller); "Examining Employee Perceptions of Internal Communication Effectiveness" (Donald K. Wright); "Non-Profit Service Organization Partnerships with University Communication Programs: Cultivating the Values of Community Service and Volunteerism" (Laurie Wilson); "Conflict Resolution and Power for Public Relations" (Kenneth D. Plowman); "Getting Past the Impasse: Framing as a Tool for Public Relations" (Myra Gregory Knight); and "A Coorientational Approach to Analyzing Obstacles to Negotiation among Interest Groups" (Cindy T. Christen). Individual papers contain references. (RS)

ED 415 544 CS 509 669

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (80th, Chicago, Illinois, July 30-August 2, 1997): Qualitative Studies.
PUB DATE- 97
NOTE- 476p.; For other sections of these Proceedings, see CS 509 657-676.
LANGUAGE- English
EDRS Price- MF01/PC20 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Research/Technical (143)
DESCRIPTORS- Advertising; College Students; Driving While Intoxicated; Ethics; Higher Education; *Journalism Education; *Mass Media Role; Media Research; *Newspapers; Organizational Communication; Public Relations; Qualitative Research; Research Methodology; Social Environment; *Television; *Violence; World War II
IDENTIFIERS- Assisted Suicide; Gulf War; *Media Coverage; Public Service Advertising

The Qualitative Studies section of the Proceedings contains the following 16 papers: "Public Journalism and the Search for Democratic Ideals" (Theodore L. Glasser and Stephanie Craft); "Scratching the Surface: 'The New York Times' Coverage of the Mothers of Plaza de Mayo, 1977-1997" (Carolina Acosta-Alzuru); "Context and the Developed World: Newspaper Coverage of Crisis in Scotland and Belgium" (Christian Christensen); "Newsrooms under Siege: Crime Coverage, Public Policy and the Louisiana Pizza Kitchen Murders" (Christopher P. Campbell); "Decontextualization of Hirohito: Historical Memory Loss in Docudrama 'Hiroshima'" (Koji Fuse); "Al-Amiriya, February 13, 1991--Broadcasting Standards of Violence in a Time of War" (Geri Alumit); "A Show about Nothing?: Social Manners, 'Seinfeld' and the Dense Web of American Civility" (David P. Pierson); "Spokesperson as Agenda Builder: Framing the Susan Smith Investigation" (Lynn M. Zoch and Erin A. Galloway); "Rethinking the Unintended Consequences: The Pursuit of Individualism in American Primetime Television Advertising" (Joyce M. Wolburg and Ronald E. Taylor); "Analysis of Physician Assisted Suicide in the 'New York Times' from 1991-1996" (Robert K. Kalwinsky); "Organizational Rhetoric as Performance Art: A Dramatistic Study of Corporate Communication, Public Relations and Fund Raising" (Margaret Duffy); "Heroes, Villains and Twice-Told Tales: The Normative Power of Journalism's

ED 415 563 CS 509 694

Collier, Linda M.
Overcoming Funding Challenges.
PUB DATE- 97
NOTE- 12p.; Paper presented at the Annual Meeting of the National Communication Association (83rd, Chicago, IL, November 19-23, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Role; *Debate; Financial Problems; Financial Support; *Fund Raising; Higher Education; *Intercollegiate Cooperation; Program Design; *Program Development

Intercollegiate debate programs are facing a continuing demand for excellence without any guarantee of adequate resources. Important considerations for program administrators include: be positive, not negative; look for opportunities to build alliances with political science or philosophy departments; be a responsible administrator; and deal with potential problems sooner rather than later. Although every funding situation is unique, six strategies can help meet the omnipresent budget challenges which confront intercollegiate debate: (1) become a "winner" based on program design and institutional goals; (2) generate awareness on campus; (3) generate awareness off campus; (4) collect information; (5) make the decisions necessary to meet the established goals; and (6) explore external funding sources. (RS)

ED 415 564 CS 509 695

Kamalipour, Yahya R.; Robinson, William L.; Nortman, Michael L.
College Students' Media Habits: A Pilot Study.
PUB DATE- 98
NOTE- 17p.; For a related study, see ED 404 694.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Students; Comparative Analysis; Higher Education; *Mass Media Use; Printed Materials; Questionnaires; Student Surveys
IDENTIFIERS- Electronic Media; Leisure Activities; *Media Habits; Research Suggestions

A study investigated the level of undergraduate college students' involvement with the electronic media (radio, television, movies, music) and print media (books, newspapers, magazines) as it relates to both study and leisure activities. During the 1992-94 academic years, 5100 questionnaires were distributed to college students across the United States. Results indicated that students spend only 4.3 hours per week reading books, newspapers, or magazines for leisure, while they devote over seven times (31.18 hours per week) to movies, music, radio, and television. Also examined were potentially different media habits between students categorized according to demographic characteristics. It would be advisable to replicate this study every two or three years for the next 10 years to establish a basis for extrapolating trends in media usage by enrolled students. Future research could also examine whether student involvement with print media is a function of their choice not practice. However, it seems that mentoring support from the candidates' school districts was inadequate. (RJM)

ED 415 583 EA 028 864

Federal Education Funding: Multiple Programs and Lack of Data Raise Efficiency and Effectiveness Concerns. Testimony before the Education Task Force, Committee on the Budget. United States. Senate. Statement of Carlotta C. Joyner, Director, Education and Employment Issues, Health, Education, and Human Services Division.
PUB DATE- 97
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; *Budgeting; Budgets; Children; Educational Finance; *Efficiency; Elementary Secondary Education; Expenditures; *Federal Aid; Federal Programs; Program Effectiveness; *Resource Allocation; School Funds
IDENTIFIERS- *Department of Education

Information that Congress and various agencies can use to plan, implement, and evaluate programs supported by more than 30 agencies is provided. This statement focuses on the amount and complexity of federal support for education and addresses the challenge of obtaining more and better information. Research indicates that six programs--Child Nutrition, Title I, Pell Grants, Training, Head Start, and Special Education--accounted for almost two-thirds of all on-budget education funding. Investigations show that many agencies target specific groups, with the bulk of funding going to teachers, at-risk and delinquent youth, and young children. Large numbers of programs and agencies supporting educational activities make management and evaluation information critical. Currently, no central source of information concerning all the programs providing services to the same target groups exists. Furthermore, few evaluations of successful strategies exist, and many of the extant evaluations lack methodological rigor. Some of the challenges in gathering information arise from competing priorities that limit data collection, the cost of information, the difficulty in making impact evaluations, and the multipurpose aims of many programs. (RJM)

ED 415 584 EA 028 865

Hughes, Teresa P.
Who Is Guarding Our Children? Training Requirements for School Police and School Security.
PUB DATE- 97
NOTE- 74p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational Environment; Elementary Secondary Education; Hearings; Police; *Police Education; Police School Relationship; *School Security; *Security Personnel; *Standards
IDENTIFIERS- *California

This document is a transcript of a public review held by California's Senate to examine the adequacy of existing training requirements and the selection standards for school police. The various speakers for this hearing focused on: (1) existing standards; (2) how school districts currently meet their safety personnel needs; and (3) what changes, if any, need to be made at school sites to ensure everyone' safety. The blood sugar); (9) Down syndrome; (10) epilepsy (provides information on what to do during a partial seizure and during a generalized seizure); (11) fetal alcohol syndrome/effects; (12) muscular dystrophy; (13) spina bifida; and (14) Tourette Syndrome. (CR)

ED 415 603 EC 306 069

Obringer, S. John
New Hope for Children with Cerebral Palsy.
PUB DATE- 97
NOTE- 7p.; Paper presented at the Mid-South Educational Research Association (Memphis, TN, November 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cerebral Palsy; Early Childhood Education; *Early Intervention; Elementary Secondary Education; Inclusive Schools; *Medical Services; *Motor Reactions; Muscular System; *Outcomes of Treatment; Program Effectiveness; *Therapy
IDENTIFIERS- *Botox

This paper explains the use of a unique experimental therapy for students with a type of cerebral palsy specifically called Botox. Botulinum Toxin Type A has been tried on a sizable number of students with cerebral palsy in clinical settings to reduce spastic and dystonic movements. By injecting Botox into overly tight heel cords, a normal or near normal gait may be obtained. The positive effects of Botox are generally observable in 3 to 5 days and are most likely to benefit younger students. Advantages of Botox listed are that: (1) it can be administered as an injection on an outpatient basis; (2) it is safe, with no adverse effects; (3) it creates no surgical scar; (4) it does not require immobilization and can be injected into a single muscle; and (5) it can dramatically improve the quality of life for many students with cerebral palsy. The disadvantages of Botox are identified as: (1) the high cost of the treatment; (2) students may build antibodies to the toxin, thereby rendering it ineffective; (3) injections must be repeated every 3 to 4 months; and (4) not all insurance companies cover Botox treatments. The possible use of Botox to facilitate the placement of students with cerebral palsy in regular education classrooms is noted. (CR)

ED 415 604 EC 306 070

Positive Behavioral Support: A Bibliography for Schools. NICHCY Bibliography 3, Second Edition.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 97
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Behavior Modification; *Behavior Problems; *Classroom Techniques; *Conflict Resolution; *Disabilities; Discipline; Elementary Secondary Education; Organizations (Groups); Printed Materials; Resource Materials; Student Evaluation; Videotape Recordings

This bibliography is designed to help administrators, special educators, general educators, and other school personnel access the wide body of knowledge available about behavioral matters, detailed annual report of the performance of each of the local school systems, and Maryland's development of a separate set of academic expectations for students in their alternate assessment programs. Commonalities between the two states are also discussed. An appendix includes a sample of state summary and disaggregated data, and summary data for each school system in Maryland. (CR)

ED 415 623 EC 306 103

Spicuzza, Richard; Erickson, Ronald; Thurlow, Martha; Ruhland, Aaron
Input from the Field on Assessing Students with Disabilities in Minnesota's Basic Standards Exams. State Assessment Series: Minnesota Report 1.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Standards; Accountability; *Achievement Tests; *Disabilities; Educational Assessment; Educational Testing; Elementary Secondary Education; Evaluation Methods; Guidelines; *Minimum Competency Testing; Outcomes of Education; State Programs; State Surveys; *Student Evaluation; *Student Participation
IDENTIFIERS- *Minnesota; *Testing Accommodations (Disabilities)

The results of a survey of 14 Minnesota school districts on the participation of students with disabilities in the Basic Standards Exams are examined in this report. Findings indicate that all 14 districts had at least 50 percent of all eligible students with disabilities participate in the April 1996 testing cycle. Ten districts indicated they had written guidelines to assist them in making participation decisions and choosing accommodations, and had made potential modifications to the test to meet individual student needs. However, only 6 districts indicated that they had used the guidelines during the recent testing cycle. When districts did not have guidelines or chose not to use them, they often indicated that participating decisions were made on the basis of either disability category or severity of disability. Many districts also indicated that decisions were made on a case-by-case basis. Of those districts with written guidelines, most had guidelines that had been produced by more than one individual or by a specific group of individuals. Providing accommodations was an area of concern to districts and was often inconsistently interpreted and implemented across districts. The need for guidance from the Minnesota Department of Children, Families, and Learning is emphasized. An appendix includes a copy of the survey used. (CR)

ED 415 624 EC 306 104

Spicuzza, Richard; Erickson, Ronald; Thurlow, Martha; Liu, Kristin; Ruhland, Aaron
Input from the Field on Assessing Students with Limited English Proficiency in Minnesota's Basic Requirements Exams. State Assessment Series: Minnesota Report 2.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 25p.

allowed for students with Limited English Proficiency (LEP) on exams used to determine whether a student earns a diploma, a study examined 18 states' written accommodations guidelines and testing policies. Each of the 18 states studied used a different test for its graduation examinations. The most frequently tested subjects were mathematics, reading, and writing. Results of the study found that nine states did not list accommodations for students with LEP in their written documents, and three states allowed students to be exempted from the tests. A chart provides information on individual state accommodations. The most frequent accommodations are: (1) setting/administration accommodations, including providing a bilingual dictionary and a separate room for testing; (2) scheduling accommodations, including allowing students to have extra time and using multiple testing sessions for students with LEP; and (3) response accommodations, including allowing students to mark answers directly in the test booklets. Findings indicate minimal considerations being given to accommodations as a way of increasing the participation of students with LEP in graduation exams. Recommendations for states to increase participation of these students are provided. (CR)

ED 415 641   EC 306 124

Liu, Kristin; Thurlow, Martha; Erickson, Ronald; Spicuzza, Richard; Heinze, Kathryn
A Review of the Literature on Students with Limited English Proficiency and Assessment. State Assessment Series: Minnesota, Report 11.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 66p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Standards; Accountability; *Achievement Tests; *Educational Assessment; Elementary Secondary Education; Evaluation Methods; Language Minorities; *Limited English Speaking; *Minimum Competency Testing; Outcomes of Education; Performance Factors; State Programs; Student Characteristics; *Student Evaluation; *Student Participation; Testing Problems
IDENTIFIERS- *Testing Accommodations (Disabilities)

In order to encourage school districts to include students with Limited English Proficiency (LEP) in educational assessments, this report discusses issues involved in assessing students with LEP. Topics include: (1) the role of testing in education and the different types of tests mandated by educational reform legislation; (2) characteristics of students with LEP and relevant demographic data; (3) factors within the student, the student's environment, and the testing environment that can influence the test results; (4) modifications and adaptations that make assessments more appropriate for students with LEP; (5) research findings related to current assessment practices in states and school districts across the country; and (6) research findings from large-scale assessment at the national level. Findings from the literature review are highlighted, including the trend toward large-scale assessments, the important role of testing, the growing population of students with LEP, the lack of a standardized definition for LEP, the need for clear guidelines for testing of students with LEP, the need to consider certain factors when language minority students and students with LEP are tested, and the need for

SPONS. AGENCY- Environmental Protection Agency, Washington, DC. Office of Radiation and Indoor Air.
PUB DATE- 94
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; *Hazardous Materials; Health Conditions; *Painting (Industrial Arts); *School Buildings; *School Maintenance; *School Safety; Ventilation
IDENTIFIERS- Facility Management; *Indoor Air Quality; *Paint; Volatile Organic Compounds

Ways in which school facility planners, managers, and others can guard against the potential indoor air quality (IAQ) problems presented by paint are covered in this bulletin. It opens with an overview of paint formulations and the functional quality of different paints, paying special attention to the volatile organic compounds present in some paints. Contaminant sources such as the solvents used in paints and the emission rates of various paints are also detailed. The different factors that affect comfort and health, such as accumulated exposure, and what the standards and regulations are regarding human exposure are also covered. Administrators can use several control methods to enhance the IAQ in schools through careful paint selection, which includes checking the age of the paint, never using exterior paint inside a building, and ensuring that the paint is "rated" for the surface(s) to be painted. Communicating with those involved in the project; paint selection; developing a work plan; having adequate ventilation; and clean-up, proper disposal, and storage are control methods that are emphasized. (Contains three figures and one table.) (RJM)

ED 415 660 EF 005 012

Wheeler, Arthur E.; Kunz, Walter S., Jr.
Selecting HVAC Systems for Schools To Balance the Needs for Indoor Air Quality, Energy Conservation and Maintenance. Technical Bulletin.
SPONS. AGENCY- Environmental Protection Agency, Washington, DC. Office of Radiation and Indoor Air.
PUB DATE- 94
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Research/Technical (143)
DESCRIPTORS- Air Conditioning; *Air Conditioning Equipment; Air Flow; Climate Control; Elementary Secondary Education; *Energy Conservation; Energy Management; Equipment Maintenance; Evaluation Criteria; *Heating; *School Buildings; Thermal Environment; *Ventilation
IDENTIFIERS- Facility Management; Heaters; *Indoor Air Quality

Although poor air quality in a school can have multiple causes, the heating, ventilating, and air-conditioning (HVAC) system plays a major role. Suggestions that architects, facilities managers, school board members, and administrators can use in selecting HVAC systems are discussed. Focus is on the

PUB TYPE- Books (010),Reference Materials - General (130)
DESCRIPTORS- Contrastive Linguistics; Descriptive Linguistics; Diachronic Linguistics; Dialects; *Eskimo Aleut Languages; *Grammar; *Language Patterns; Language Variation; *Morphology (Languages); *Phonology; Sentence Structure; *Syntax; Uncommonly Taught Languages

TThe aim of this grammar is to analyze in some detail the mechanisms of the Aleut language as represented by older speakers and by earlier sources, and is intended for both students of Aleut and linguists in general. An introductory chapter gives background on the language's history, linguistic documentation, Aleut dialects, and outside influences. Subsequent chapters address these topics: phonology (phonemes, phonotactics, internal and external sandhi, contours, and expressive features); morphology (inflection and word classes, derivation/postbases); and syntax (subject and predicate, object, oblique terms, addition and removal of terms, construction of indefiniteness, noun phrases, temporal adverbials, verb phrases, conjoined predicates, clauses of purpose, linked clauses, anterior, conditional, participle clauses, report clauses, sentence connections). Some crucial structural differences from the cognate Eskimo language are discussed in the final chapter. (Contains 52 references.) (MSE)

ED 415 679 FL 024 973

Hess, J. Daniel
Studying Abroad/Learning Abroad.
PUB DATE- 97
NOTE- 156p.; An abridged edition of the Whole World Guide to Culture Learning.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Acculturation; Comparative Analysis; *Cultural Awareness; Cultural Education; *Culture Conflict; Decision Making; Ethics; *Intercultural Communication; Learning Processes; Learning Strategies; Nonverbal Communication; Personality Traits; Social Values; *Sociocultural Patterns; *Study Abroad

This guide is designed for students and other individuals intending to live or study abroad and learn about another culture or cultures. These individuals are encouraged to acknowledge and come to terms with responses, particularly negative ones, to aspects of the culture they are visiting. An introductory chapter discusses the general process of learning about and adapting to a new culture and communicating across cultural lines. Four subsequent chapters address in greater detail these aspects of culture learning: attitudes and character traits that promote culture learning; methods in culture learning (the action-reflection-response strategy and reflection as cultural analysis); and the relationships between culture learning, values, and ethical choices. Each provides specific suggestions for addressing issues. The final chapter presents 15 distinct techniques, with exercises, for approaching different aspects of culture: noting differences; interpreting nonverbal cues; interpersonal interactions; identifying petty irritants; defining different "-isms" and noting them in the host culture; learning about the rhythm of life in another culture; dealing with culture shock; identifying American value orientations; studying influence on

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Classroom Research; Classroom Techniques; College Students; Data Collection; Data Interpretation; *Ethnography; Foreign Countries; Higher Education; *Qualitative Research; *Research Methodology; Scholarly Journals; Second Language Instruction; Second Languages; *Student Role

Basic principles and methods of ethnographic research are outlined for students who may wish to undertake this form of qualitative research. Ethnographic research is defined as a form of study based on observation of human action, discourse, and self-perception, and is suggested as an appropriate form of research when experimental research is inappropriate, and when exactitude is not needed. Four steps in the research process are outlined: pre-planning (choosing a place or population, determining limitations and possible problems, investigating feasibility, making a formal research proposal, gathering research tools); gaining access and getting help (protecting human subjects, convincing "gatekeepers" to allow access, making use of a cooperative individual); observation (choosing a role, taking and processing field notes, interviewing the observed); and follow-up (analyzing notes, developing concepts, interpreting and evaluating, writing and publishing results). Considerations in conducting each of these stages are discussed. Two examples of research projects are used as illustration: a study in which three college students research restaurant eating habits, and one in which a professional researcher lives within a community to examine household division of labor. Contains 10 references. (MSE)

ED 415 700 FL 025 008

Brown, James Dean
Designing Surveys for Language Programs.
PUB DATE- 97
NOTE- 14p.; In: Classroom Teachers and Classroom Research; see FL 024 999.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Classroom Techniques; Curriculum Development; *Data Collection; Data Interpretation; Data Processing; Interviews; Questioning Techniques; Questionnaires; *Research Design; *Research Methodology; Research Utilization; Sampling; Second Language Instruction; Second Language Programs; *Surveys; Writing Strategies

A discussion of survey methodology for investigating second language programs and instruction examines two methods: oral interviews and written questionnaires. Each method is defined, and variations are explored. For interviews, this includes individual, group, and telephone interviews. For questionnaires, this includes self-administered and group-administered forms. Uses of information resulting from surveys are noted, including curriculum development, analysis of program needs, program evaluation, and other forms of language program research such as student characteristics and attitudes. Six steps in a survey research project are specified: planning recent research in Europe, suggest policy concerning language teaching and language teacher training, and encourage cooperation among researchers and their institutions. Opening speeches are summarized, commissioned papers are cited, national and individual reports are listed, and the procedure for group work is noted. Three working groups discussed these issues: early foreign language instruction; bilingual education; factors affecting language learning and teaching; native language use in second language instruction; the role of grammar instruction; cognitive style; the relationship between assessment procedures and language teaching methodology; innovative programs; conditions supporting language teaching; the learner as individual and active participant; research priorities and directions; the purposes and contribution of research; outcomes measurement; and teaching skills. Conclusions are drawn in each of these areas. A list of participants and the report of each working group are appended. (MSE)

ED 415 721   FL 025 031

Notes on Linguistics, 1997.
PUB DATE- 97
NOTE- 238p.; For the 1996 "Notes on Linguistics," see ED 401 726.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Book Reviews; Computer Software; Discourse Analysis; *Grammar; Higher Education; *Language Patterns; *Language Research; *Linguistic Theory; *Linguistics; Second Language Instruction; Second Language Learning; *Second Languages; Structural Analysis (Linguistics)
IDENTIFIERS- LinguaLinks

The four 1997 issues include these articles: "Introduction to Government and Binding Theory," parts 4-7 (Cheryl A. Black), which discuss constraints on movement, semantic roles and case theory, binding theory, and more recent additions to the theory; "A Scholar's Ethic" (William J. Samarin), concerning the behavior of scholars in the international community; and "LinguaLinks Linguistic Workshop Field-Test" (Carla F. Radloff), a report of the field testing of linguistic structural analysis software. Dissertation abstracts, reviews of books and articles and professional announcements are also included in each issue. (MSE)

ED 415 722   HE 030 736

Goodlad, Sinclair
The Quest for Quality. Sixteen Forms of Heresy in Higher Education.
PUB DATE- 95
NOTE- 137p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Curriculum; College Outcomes Assessment; Core Curriculum; Curriculum Evaluation; Educational Objectives; *Educational Philosophy; Educational Quality; Educational Responsibility; Educational Theories; *Effective Schools Research; Excellence in Education; Foreign Countries; Government School Relationship; Higher Education; Instructional Effectiveness; *Organization; *Politics of Education; Research; *Role of Education; School Community Relationship; School

application, multimedia technology. peer coaching, and mentoring. Other activities included cultural enrichment programs, field trips, and seminars. Analysis of evaluation data showed a high level of attainment of the project goals. Report sections cover: project overview, purpose, background and origins, project description, evaluation and results, evaluation summary, and conclusions. Eleven appendixes include: project issues statement and application materials; activity schedules; course syllabi; analysis of pre/post tests in algebra; sample evaluation forms; a follow-up survey packet; a list of seminars and field trips; academic follow-up letters; and a sample newsletter. (JLS)

ED 415 740 HE 030 855

Multicultural Education in Clinical Psychology: Curriculum Reform at CSPP Berkeley/Alameda.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 94
NOTE- 203p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; Counselor Training; Cross Cultural Training; *Cultural Awareness; Curriculum Design; Curriculum Development; Doctoral Programs; Educational Needs; Educational Objectives; Educational Resources; Ethnic Groups; Faculty Development; Graduate Students; Graduate Study; Higher Education; Mental Health Workers; *Multicultural Education; Psychologists; *Psychology; Racial Differences; Training Objectives
IDENTIFIERS- *California School Professional Psychology Alameda

This report describes a three-year project at the California School of Professional Psychology (Alameda Campus) to train graduate students in professional psychology to meet the mental health needs of clients from diverse ethnic/racial backgrounds. Multicultural content was integrated into all required courses, using a variety of resources and training materials to prepare faculty and students for the curricular changes. Methods used to provide faculty training included: faculty retreats, small group meetings, and providing access to teaching materials. To further aid faculty, various resource materials, including topical bibliographies for specific ethnic groups, were acquired and developed. Project outcomes included the systematic integration of multicultural content into all required courses and the creation of new requirements designed to further address issues of cultural diversity. Previously underrepresented multicultural issues were included in curriculum materials. Report sections include a project overview, purpose, background and origins, project descriptions, evaluation and project results, and conclusions. Extensive appendixes include a course syllabi and a faculty training schedule; an AIDS/HIV training-needs survey; a list of required student multicultural competencies; annotated bibliographies of treatment considerations for culturally diverse populations; a paper on multicultural training; a proposal for a study on measuring clinical competence, and a clinical proficiency evaluation form. (JLS)

ED 415 741 HE 030 885

Creech, Joseph D.

geographic regions. For the University of California, eligibility rates declined for both men and women and for Asian and Black graduates although not in all regions. A glossary and eligibility index table are appended. (SW)

ED 415 759 HE 030 904

Harms, Joan Y.
Measuring Student Involvement, Gain and Satisfaction Using Cohorts at Different Points in Time.
PUB DATE- 97
NOTE- 25p.; Paper presented at the Annual Forum of the Association for Institutional Research (37th, Orlando, FL, May 18-21, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *College Environment; Education Work Relationship; Higher Education; Institutional Research; *Learning Experience; Student Attitudes; *Student College Relationship; Student Experience; *Student Participation; Trend Analysis; *Undergraduate Students
IDENTIFIERS- *College Student Experiences Questionnaire; *University of Hawaii Manoa

Research conducted at the University of Hawaii at Manoa (UHM) provided comparisons for 1990, 1993, and 1996 of undergraduate students' satisfaction and participation at college. The survey instrument used was the College Student Experiences Questionnaire, which included measures of the amount of progress perceived by students in 23 different academic and social/personal areas. The overall satisfaction of students with their educational experiences at UHM increased slightly from 1990 to 1993, but decreased from 1993 to 1996. Respondents also rated the emphasis given by UHM to the following aspects of their college environment: academic, aesthetic, analytical, vocational, and course relevancy. While there was little change in student involvement in academic, personal/social, student union, and campus residence activities over the period studied, declines were found in student involvement in library activities, art activities, use of athletic and recreational facilities, and clubs and organizations. While students reported an upward trend in their familiarity with computers, a downward trend was reported in vocational competence, mainly in gaining career information, specializing for further education, and acquiring training for a specific job or field. No significant differences were found in student ratings of their college relationships with other students, faculty, and administrators. Seven data tables are appended. (Contains 12 references.) (SW)

ED 415 760 HE 030 905

Draft Cohort Default Rate Review Guide, FY 1996.
PUB DATE- 98
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrator Guides; *Compliance (Legal); Databases; *Financial Problems; Higher Education; *Loan

and other tertiary institutions in recent years. It includes descriptive accounts of new developments in organizational patterns and discusses how new demands from the labor market and changing sociopolitical expectations have modified the roles and purposes of higher education institutions. Also discussed are influences of the European Community integration on the system of higher education. Following an introductory chapter that summarizes these changing patterns, chapters include: (1) "Structures of Higher Education Systems in Europe" (Ulrich Teichler); (2) "Inertia and Resistance to Change of the Humboldtian University" (Einhard Rau); (3) "The End of the Dual System? The Blurring of Boundaries in the British Tertiary Education System" (Maurice Kogan); (4) "Tertiary Diversification in France and the Conditions of Access" (Jean-Pierre Jallade and others); (5) "Moving Towards Institutional Differentiation: The Italian Case" (Roberto Moscati); (6) "The Spanish University in Transition" (Emilio Lamo de Espinosa); (7) "The Transformation of Higher Education in Portugal" (Eduardo Marcal Grilo); (8) "Main Features of Higher Education in Greece" (Christos Saitis); (9) "Goal Enlargement and Differentiation: The Evolution of the Binary System in Ireland" (Patrick Clancy); (10) "Social and Political Conditions for the Emerging Tertiary Structures in the Netherlands" (Peter A. M. Maassen and others); (11) "New Tasks and Roles for Higher Education in Belgium and Luxembourg" (Willy Wielemans and Johan L. Vanderhoeven); (12) "Reform and Differentiation in the Danish System of Higher Education" (Paul Bache); (13) "Higher Education and the Constitution of the European Community" (Bruno de Witte); (14) "Developments in European Community Politics of Higher Education--Observations from Outside" (Erich Leitner); (15) "Against the Stream: Australia's Policy of Tertiary Integration" (Ingrid Moses); and (16) "Structures and Functional Differentiation--Remarks on Changing paradigms of Tertiary Education in Europe" (Claudius Gellert). (Most chapters contain references.) (CH)

ED 415 779   HE 030 925

Scott, Barry N.
Curricular Change in Higher Education: What We Say and What We Do.
PUB DATE- 97
NOTE- 14p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Memphis, TN, November 12-14, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Research; *College Curriculum; College Faculty; Computer Literacy; Computer Uses in Education; Curriculum Research; *Educational Technology; *Educational Theories; Higher Education; Qualitative Research; *Teacher Attitudes; Teacher Educators; Teaching Assistants; Teaching Methods; *Theory Practice Relationship; Undergraduate Study
IDENTIFIERS- Habermas (Jurgen)

This study examined the theories and beliefs about learning, teaching, and curriculum held by the course developers of an undergraduate educational technology course to determine whether their espoused beliefs were evident in actual classroom practice. The curriculum represented a radical change in a course designed to provide education students an opportunity to gain basic computer skills. The study was conducted using a variety of qualitative methods: reviewing written course documentation, interviewing the five teaching assistants, and

Albuquerque, NM, November 6-9, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change Agents; College Presidents; Educational History; *Educational Legislation; *Federal Legislation; Higher Education; *Land Grant Universities; Political Influences; *State Universities
IDENTIFIERS- *ASHE Annual Meeting; Brown (Amos); Cornell University NY; *Morrill Act 1862; Peoples College NY

This paper reviews the effects of the Agricultural College Act (1862), which established land grant colleges, on higher education in the United States, focusing largely on the role of Amos Brown, president of The People's College in New York, which served as a model for the Agricultural College Act. Brown's role in the founding of the college in 1853 and its distinct aims training in agricultural and other specific occupations and disavowal of religious affiliations are noted, as is the school as New York State's first land grant college following passage of the Act. Separate sections of the report discuss: Amos Brown's early life; the movement to establish a state agricultural college in New York; the establishment and early days of The People's College; Brown's role in lobbying for the passage of the federal Agricultural College Act and his relationship with its sponsor, Justin Smith Morrill; the quarrels at The People's College that led to Brown's departure; the origins of Cornell University and transfer of The People's College land grant to Cornell; and Brown's unsuccessful efforts to lead Cornell. The paper concludes that Amos Brown might appropriately be considered the "adoptive father" of the Agricultural College Act and the land grant university concept. (Contains 55 references.) (DB)

ED 415 798 HE 030 949

Stout, Robert J.
The Effectiveness of Economic Impact Studies by Liberal Arts Colleges: A Case Study. ASHE Annual Meeting Paper.
PUB DATE- 97
NOTE- 23p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (22nd, Albuquerque, NM, November 6-9, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Economic Impact; Focus Groups; Higher Education; Liberal Arts; Program Effectiveness; Public Opinion; *Public Relations; Research and Development; *School Business Relationship; *School Community Relationship; Small Colleges
IDENTIFIERS- *ASHE Annual Meeting; *Iowa Wesleyan College

This study used the case study method and focus group interviews to examine: (1) which of the economic impacts of a small liberal arts college on its community are important; (2) whether economic impact can be estimated economic impact studies; and (3) whether such studies influence public opinion about the college's economic impact. Two focus groups, each with nine participants, were conducted. The participants were community leaders in Mount Pleasant, Iowa, the home of Iowa Wesleyan College. After the first focus group, an economic impact study was conducted and its results disseminated via the local newspaper and a local radio station. Following made at the national, state, and district levels to eradicate illiteracy through mass approaches and programs. Extension is recognized as the third dimension of higher education, joining teaching and research. The Department of Adult, Continuing Education, and Extension of Bharathidasan University has been involving students and teachers at the grassroots level. The mobilization process starts with selection of the operational area and ends with successful implementation of the adult education and extension program. The stages adopted to mobilize students and teachers are as follows: production and procurement of teaching/learning materials; identification of colleges and allocation of target to a college; selection of college teachers for extension programs; adult education functionary and beneficiary training; integration of extension activities in adult literacy programs; coordination with different agencies; and implementation of these programs: Area Development Program; Post-Literacy and Continuing Education Centers; Mass Program for Functional Literacy; Population Education Clubs; and Total Literacy Campaign. The extension programs have increased literacy rates and awareness of social issues, promoted understanding between students and teachers, and led to research projects. (Contains 33 references) (YLB)

ED 415 353   CE 075 506

Maddy-Bernstein, Carolyn; Dare, Donna E.
Career Guidance for Elementary and Middle School Students.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 97
NOTE- 5p.; Prepared by the National Center for Research in Vocational Education (NCRVE) University of Illinois at Urbana-Champaign site.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143)
DESCRIPTORS- *Career Counseling; *Career Guidance; *Demonstration Programs; *Education Work Relationship; Educational Resources; Elementary Education; Junior High Schools; Middle Schools; Models; School Business Relationship; *School Guidance; Teaching Methods

In order to expand career guidance and counseling in elementary and middle schools, the availability of resources and materials that support career development activity was investigated and exemplary career guidance and counseling programs were identified. Results of the study revealed the following characteristics of effective programs: (1) exposure to career awareness and exploration is provided early; (2) students are assisted in identifying their interests and aptitudes and choosing their school courses; (3) career paths are viewed as a broad range of options; (4) a structured program helps students understand the world of work; (5) students have an opportunity to work or volunteer in business; and (6) curriculum is challenging and relevant. The study also found that the most effective career development programs are systemic (developmental, embedded in the curriculum, and accessible to all students). Leading curricular reform are schools involved in the Southern Regional Educational Board's "High Schools that Work" and the "New American Schools" project. A "Career Guidance Resource Guide for Elementary and Middle/Junior High School Educators" will be published in 1998 by the American Vocational Association and the American School Counselors Association. (KC) use computers in the classroom; nearly half of the U.S. work force use computers in their jobs, including more than half of workers with less than college education; higher education is integrating technology into the curriculum, and distance education is becoming more common; the use of technology to deliver work-related training is increasing rapidly. (KC)

ED 415 371 CE 075 543

Oakland Public Library Final Performance Report for Library Services and Construction Act (LCSA) Title VI Library Literacy Program.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC. Office of Library Programs.
PUB DATE- 94
NOTE- 12p.; For a related document, see ED 353 446.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Audiotape Recordings; Autobiographies; Instructional Materials; Interviews; *Library Extension; *Library Role; *Literacy Education; Material Development; *Oral History; Program Effectiveness; Program Implementation; Reading Instruction; Teaching Methods
IDENTIFIERS- Oakland Public Library CA

A project at the Oakland Public Library produced four volumes of oral histories, edited on four different reading levels, from beginning to intermediate, to correspond with the Laubach reading series. One consultant performed the three jobs of interviewer, transcriber, and writer, and two autobiographies were written rather than spoken by intermediate-level students with the assistance of their tutors. Photographs were taken of each student and family photos were included as well. Nine students were involved in the project. The oral histories and autobiographies were printed as books and will be used as textbooks for the 300 students in the Second Start Adult Literacy Program, as well as students in other programs throughout California and the United States. The students involved in the project increased their self-esteem and their interest in learning. An unexpected effect of the project is that the oral histories so concisely explain adult illiteracy that they are useful in promoting the library's program to potential supporters and legislators. (KC)

ED 415 372 CE 075 544

Longview Public Library Final Performance Report for Library Services and Construction Act (LCSA) Title VI Library Literacy Program.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC. Office of Library Programs.
PUB DATE- 93
NOTE- 118p.; For a related document, see ED 379 497.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Family Involvement; *Family Literacy; Family Programs; Instructional Materials; *Library Extension; Library Role; *Literacy Education; *Parent Education; Program Effectiveness; Program Implementation; Reading Instruction; Recruitment; *Student

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Colleges; Decision Making; Educational Research; *Enrollment Influences; *Family Influence; *Peer Influence; Student Attitudes; Student Educational Objectives; *Student Interests; Technical Education; Two Year Colleges; *Welding

Descriptive survey research methodology was used to explore and describe factors--demographic, influential, or informational--that influenced student enrollment decisions in entry-level Welding Technology Program (WTP) courses. The target population included 38 students enrolled in the first semester courses offered by the WTP at Dona Ana Community College (DABCC) during fall 1995 and spring 1996 semesters. The questionnaire used checklist, anchored five-point Likert type, and open-ended questions. It inventoried the areas of influence and information that may have influenced student decisions to enroll in the WTP at DABCC, attitudes of students toward DABCC, and student demographic information. Respondents were mostly male (only two female); less than one quarter considered themselves as belonging to a cultural or ethnic minority; three quarters were single; and their average age was 26. Friends of respondents were the largest single source of information leading to awareness knowledge. The factor of student interest in learning about welding was very influential to enrollment decisions, whereas family pressure and friend(s) also enrolled in the WTP were not influential factors. Respondents had a positive attitude toward DABCC as an institution. (Contains 18 references.) (YLB)

ED 415 389 CE 075 596

Torres, Robert M.; Dormody, Thomas J.
Factors Perceived To Influence the Use of the Program of Activities.
PUB DATE- 97
NOTE- 12p.; Paper presented at the American Vocational Association Convention (Las Vegas, NV, December 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Faculty Advisers; *Noninstructional Responsibility; Program Development; Program Implementation; Secondary Education; *Student Interests; *Student Organizations; Teacher Attitudes; Teacher Role; Vocational Education; *Vocational Education Teachers
IDENTIFIERS- New Mexico; *Programs of Activities; *Vocational Student Organizations

A study described New Mexico Vocational Student Organization (VSO) advisors' educational exposure to, use of, and attitudes toward the Program of Activities (POA), a planning and management tool available to VSO advisors. The population for this descriptive survey study was defined as 296 secondary vocational-technical teachers in grades 9-12 who had VSO advising responsibilities during the 1995-96 school year. A three-part instrument gathered data pertaining to advisors' attitude toward use of a POA, situational information related to use of a POA, and demographic information. The final sample size was 114. Findings were as follow: 60.7 percent of all VSO advisors had never been exposed to a POA; approximately 29 percent reported to have never been a former VSO member; and 57 percent reported having a POA in their chapter. The six factors (in order of rank) that were influential in developing a POA various levels of readiness to learn self-direction and the unique characteristics of adult learners. They also conducted orientation sessions, periodic site visits, and once-per-semester centralized meetings/learning activities with all participants. (Contains 14 references.) (MN)

ED 415 408 CE 075 621

Bloomquist, Carroll R.
Distance Learning Methodologies. TRANSCOM Regulating and Command & Control Evacuation System (TRAC2ES).
PUB DATE- 98
NOTE- 10p.; Paper presented at the Annual Distance Education Conference (5th, Austin, TX, January 27, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Allied Health Occupations Education; Computer Literacy; Computer Oriented Programs; Computer Uses in Education; Conventional Instruction; Delivery Systems; *Distance Education; *Educational Technology; Information Management; Internet; Military Personnel; *Military Training; Postsecondary Education; Resource Allocation; *Teaching Methods; *Technical Education
IDENTIFIERS- Department of Defense

The TRANSCOM (Transportation Command) Regulating Command and Control Evacuation System (TRAC2ES), which applies state-of-the-art technology to manage global medical regulating (matching patients to clinical availability) and medical evacuation processes, will be installed at all Department of Defense medical locations globally. A combination of distance educational methodologies and traditional training will be used to help all staff members become proficient users of the TRAC2ES system. The training program will be designed to ensure that as many medical treatment facility staff as possible have a general understanding of the TRAC2ES system and patient affairs clerks are able to input patient and/or casualty information to initiate the process of regulating and evacuation. The training will ensure that trainees are able to use a computer, access the Internet, run the TRAC2ES system's medical planner, and access and use the system's patient-tracking site. Traditional classroom and laboratory instruction will be combined with the following distance education components: text and audio formats, videotapes, CD-ROM, online help, and videoteleconferencing. A central training facility will be established to produce the training materials, design the distance learning programs, and provide the interaction with students worldwide for initial and follow-up training. (MN)

ED 415 409 CE 075 624

Distance Learning: Opportunities Exist for DOD to Capitalize on Services' Efforts.
PUB DATE- 97
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; *Distance Education; Educational Finance; *Educational Objectives; *Educational Opportunities; Educational Practices; *Educational Technology; Financial Support; *Military Personnel; *Military Training

students in grades K-12, adult literacy learners, undergraduate and graduate students, and faculty and staff seeking to enhance their teaching performance. In Mexico, DE is viewed as a vehicle for increasing access to education, reducing the costs of available educational services, and optimizing the use of available resources. Problems currently facing Mexico's DE system include the following: insufficient number of DE institutions; high costs of those institutions that use the latest educational technologies; and lack of articulation among institutions. (MN)

ED 415 427 CE 075 668

Youth and the Postindustrial Future.
PUB DATE- 97
NOTE- 104p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143)
DESCRIPTORS- Economic Development; Educational Change; Educational Policy; Employment Projections; *Evaluation Methods; Evaluation Research; Foreign Countries; Futures (of Society); *Performance Based Assessment; Postsecondary Education; Poverty; Public Policy; Salary Wage Differentials; Secondary Education; *Social Change; *Student Evaluation; Theory Practice Relationship; *Youth Employment; *Youth Programs
IDENTIFIERS- Australia; Continuous Quality Improvement; Europe; Netherlands; United States

This serial is in four sections. Part 1--Features: "American Social Policy"; "A Generational Perspective on Young Adults"; "Rising Income Inequality and Poverty"; "A Victim of Policy Neglect? 'Wealth Inequality'"; "Balancing Growth with Economic Equality"; "Economic Inequality: 'A Comparative View'"; Part 2--Commentary: "The Commentaries of a Panel of Experts on Youth Development, Education, Training, and Employment Policies and Programs" (David Brown, Gary Burtless, Susan Curnan, Andrew Hahn, Robert Ivry, Chris King, Gary Walker and Alan Zuckerman); Part 3: Interview--"An Interview with William Julius Wilson". Part 4 is divided into 3 sections--Evaluation Issues and Activities--International Perspectives on Youth Issues-"An Overview of Research on International Youth Issues"; "Youth Training";-The Performance Measurement Movement-Performance" Measurement and Continuous Quality Improvement"; "Challenges in Developing Performance Measures and Standards: 'The Case of Educational Skills'"; "Performance Measurement Systems and the' National Performance Review'"; "Testing the Government Performance and Results Act"; "The Experiences of Other Countries with Performance Measurement"; "Performance Auditing and Evaluation Research"; "More Insights about Performance Auditing and Evaluation Research"; "Comments on the Performance Measurement Movement in Australia"; "Comments on the Performance Measurement Movement in the Netherlands"; "Improving Performance Systems in Supporting Program Goals"; "The Potential Effects of Performance Standards Systems" (Ernst W. Stromsdorfer); 'Alternative Evaluation Approaches': "Testing the Use of Program Applicants in Studying the Net Effects of Social Programs" (Ernst W. Stromsdorfer); "Participatory Mixed-Method Evaluation"; and "The European Commission's Effort to More Effectively Structure Evaluation Activities." Concluding the document is a list of 172 useful references on youth-related issues and evaluation of youth programs. (MN)

ED 415 428 CE 075 670

Their Learning to Their Work, Family and Social Lives" (Loraine Blaxter, Christina Hughes, Malcolm Tight). Section 5, The Particular Context of the Mature Student in Higher Education, includes chapters: "The Personal Experience of Learning in Higher Education: Changing Views and Enduring Perspectives" (Elizabeth Beaty, Gloria Dall'Alba, Ference Marton); "Dispelling Some Myths about Mature Students in Higher Education: Study Skills, Approaches to Studying, and Intellectual Ability" (John T. E. Richardson); "What's the Bottom Line? How Well Do Mature Students Do at University?" (James Hartley, Mark Trueman); "Older but Wiser? The Motivation of Mature Students in Higher Education" (Stephen E. Newstead, Sherria Hoskins, Arlene Franklyn-Stokes, Ian Dennis). Section 6, Implications for Teaching, contains chapters: "The Implications of Research on Approaches to Learning for the Teaching of Adults" (Peter Sutherland). Author and subject indexes are provided. (SK)

ED 415 445 CG 027 671

Johnston, Lloyd D.; O'Malley, Patrick M.; Bachman, Jerald G.
National Survey Results on Drug Use from the Monitoring the Future Study, 1975-1995. Volume 1, Secondary School Students.
SPONS. AGENCY- National Inst. on Drug Abuse (DHHS/PHS), Rockville, MD.
PUB DATE- 96
NOTE- 496p.; For volume II, see CG 028 238.
LANGUAGE- English
EDRS Price- MF02/PC20 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; Alcohol Abuse; Drug Abuse; Drug Use; Grade 10; Grade 12; Grade 8; *Illegal Drug Use; *National Surveys; Secondary Education; *Secondary School Students; Social Environment; Student Attitudes; *Substance Abuse; Tables (Data); *Trend Analysis
IDENTIFIERS- *Drug and Alcohol Survey; Drugs; Monitoring the Future

The results of the twenty-first national survey of drug use and related attitudes among U.S. high school students are reported. This volume contains the results from the secondary school samples taken from eighth, tenth, and twelfth graders. All the data come from an ongoing national research and reporting program. Distinctions are made among important demographic subgroups in these populations. Data on grade level of first use, trends in use at lower grade levels, and intensity of drug use also are reported. Key attitudes and beliefs about drug use and perceptions of certain relevant aspects of the social environment are included as potential explanatory factors. Initially, 11 separate classes of drugs were distinguished for this series of reports. For drugs other than alcohol--cigarettes, smokeless tobacco, inhalants, and nonprescription stimulants--most of the information deals with illicit use of controlled substances. The emphasis here is on drug use at the higher frequency levels. Appendices provide data for calculating statistical accuracy. Statistics are presented in 40 tables. (RJM)

ED 415 446 CG 027 789

Bordan, Terry, Ed.; Goldin, Eugene, Ed.
The Journal for the Professional Counselor, 1997.
PUB DATE- 97
NOTE- 185p.

studies were grouped into three categories: background information, prevention strategies, and intervention strategies. Statistics regarding gang involvement and the sociology of gangs are covered first. Ways in which communities can break the cycle of violence through early and middle childhood prevention are discussed and includes antiviolence curricula (e.g., Drug Abuse Resistance Education) and intervention strategies, such as dress codes, mentor programs, after-school activities, and collaborative community programs. Numerous examples of where these programs have been tried are presented. Based on the findings, eight steps for preventing gang involvement are offered. They include the following: collaboration and education among school, family, and community; love and respect for all children; individualized instruction for students; life skills curricula for students; preventive measures in early childhood; mentoring and monitoring for middle grade children; zero tolerance for bullying, intimidation, and violence. Contains approximately 65 references. (RJM)

ED 415 465   CG 028 241

Wells, Lauren; Blendinger, Jack
Action Research: How Children in the Fifth Grade Spend Their Time Outside of School.
PUB DATE- 97
NOTE- 12p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Memphis, TN, November 12-14, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Action Research; *Child Behavior; Child Development; Childhood Interests; Cognitive Development; *Grade 5; Intermediate Grades; Play; *Recreational Activities; *Television Viewing

Neurological research indicates that children's experiences, both inside and outside of school, significantly influence brain development. But little is known about children's out-of-school activities and the influence such activities may have on academic achievement. To better understand this relationship, the extra-school activities of 75 fifth-grade students with below average academic achievement and who attended a semi-rural school are reported here. The instrument which measured the children's activity was administered daily to the children for one week. The findings indicate that watching television was by far the most prevalent activity. When combined with watching videotapes and playing video games, television watching surpassed all other reasonable combination of activities. Reading received a low-activity index rating, but it was third in the children's best-liked category. The best-liked activity was playing outside. Activities pursued with parents during the week and the weekend varied. Activities in the category titled "other" included eating dinner, sleeping, going to church, and using personal computers. The findings support other studies that show that children watch television too much and read too little. (RJM)

ED 415 466   CG 028 242

Volkman, Beatrice
You Can't Educate an Empty Chair: Increasing Student Attendance through Parent Involvement in Regular Classroom Lessons.

the Slosson Oral Reading Test (SORT), and the Analytical Reading Inventory (fifth edition) (ARI), Narrative and Expository. Results indicated that the integrated language arts format for reading instruction increased reading comprehension performance and had no significant effect on word recognition performance. Also a relation was found between scores on the DSI and word-recognition performance; however, no relation was found between Dyslexia Screening Instrument (DSI) scores and reading comprehension. Findings suggest that teaching students how to use a variety of comprehension and vocabulary strategies as well as how to monitor their own learning may equip them with effective tools for constructing meaning. (Contains 14 references and 8 tables of data.) (CR)

ED 415 485 CS 012 999

Howe, Mary E.; Thames, Dana G.; Kazelskis, Richard
The Relationship between Third Grade Students' Definitions of Reading, Self-Perceptions as Readers, and Their Reading Performance.
PUB DATE- 97
NOTE- 40p.; Paper presented at the Annual Meeting of The Mid-South Educational Research Association (Memphis, TN, November 12-14, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Grade 3; Informal Assessment; *Learning Problems; Primary Education; Reading Ability; *Reading Achievement; *Reading Comprehension; Reading Difficulties; Reading Skills; Reading Tests; *Self Evaluation (Individuals); *Student Attitudes; *Word Recognition
IDENTIFIERS- Self Perception Inventory

The purpose of this study was to determine if students' definitions of reading and self-perceptions/attitudes as readers are related to word recognition and comprehension performances. The study also examined if students' definitions of reading were related to a tendency to exhibit learning difficulties. Subjects were the entire third-grade population (164 students) at a K-4 elementary school located in a small town in the southern region of the United States. Results indicated a significant difference between students' definitions of reading and comprehension performances as measured by an informal assessment, but no significant difference was found for comprehension performance on formal assessments, definitions of reading, and word recognition performance. Both positive and negative correlations were found between the Reader Self-Perception Scale scores and subjects' comprehension performance. A significant difference was found between subjects' general and physiological states as self-perceptions as readers and the passed and failed groups for learning disabilities. No significant difference was found between students' self-perceptions as readers and the passed and failed groups for learning disabilities or definitions of reading. Findings suggest that subjects': (1) definitions of reading were related to comprehension performance as measured by an informal reading assessment; (2) definitions of reading and self-perceptions have little effect on word recognition performance; (3) comprehension was not related to self-perceptions as readers; (4) self-perceptions as readers were related to the tendency to exhibit learning difficulties; and (5) self-perceptions as readers were not related to definitions of reading. (Contains 42 references and 11 tables of data.)

expectations of their own. Barthes' points should be considered as a way of examining the classroom space and common writing teaching practices and opening them up to different and differing possibilities. Students arrive in the classroom expecting to be taught "something." Gilles Deleuze and Felix Guattari's how-to manual, "Anti-Oedipus," reverberates with Barthes' descriptions of repressive teacher-student relations and the classroom situation. The roots of fascism lie, for Deleuze and Guatteri, in philosophies and systems of thought at the base of all systems of meaning: the subject, the agent, the one who wills. The two French thinkers seek plurality, multiplicity, a collective sort of subjectivity. Such a non-agent, an anti-oedipus, would be free to follow the force of its desires, desires that are the machine that drives the universe. Barthes recognizes the "territory" that he has to work with as "institutional space." There is also a "transferential" space, which is traditionally the relation between the director of the seminar and the student, but he refuses to be bound by this relation. The seminar, and also the composition classroom, is the space where this relation may find an opening in which to grow, to become. Freshman composition teachers, as instigators or facilitators, are operating deep within an established system. Decomposing the composition classroom is a perpetual process. (NKA)

ED 415 506　　　　CS 216 144

Stover, Lois T., Ed.; Zenker, Stephanie F., Ed.
Books for You: An Annotated Booklist for Senior High. Thirteenth Edition. NCTE Bibliography Series.
PUB DATE- 97
NOTE- 465p.; For the 1995 edition, see ED 384 916. Foreword by Chris Crutcher.
LANGUAGE- English
EDRS Price- MF01/PC19 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Adolescent Literature; Adolescents; Annotated Bibliographies; *Fiction; High School Students; High Schools; *Independent Reading; *Nonfiction; *Reading Interests; *Reading Material Selection; Reading Motivation; Recreational Reading; Thematic Approach
IDENTIFIERS- Multicultural Materials; *Trade Books

Designed to help teachers, students, and parents identify engaging and insightful books for young adults, this book presents annotations of over 1,400 books published between 1994 and 1996. The book begins with a foreword by young adult author, Chris Crutcher, a former reluctant high school reader, that discusses what books have meant to him. Annotations in the book are grouped by subject into 40 thematic chapters, including "Adventure and Survival"; "Animals and Pets"; "Classics"; "Death and Dying"; "Fantasy"; "Horror"; "Human Rights"; "Poetry and Drama"; "Romance"; "Science Fiction"; "War"; and "Westerns and the Old West." Annotations in the book provide full bibliographic information, a concise summary, notations identifying world literature, multicultural, and easy reading title, and notations about any awards the book has won. Appendixes present lists of award-winning works of poetry, fiction drama, and nonfiction for the years 1994 through 1997; a list of approximately 500 multicultural titles; a 94-item list of world literature titles and directions on how to order. Author, subject, and title indexes are attached.(RS)

ED 415 507　　　　CS 216 145

PUB DATE- 96
NOTE- 218p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Creative Works (Literary and Dramatic) (030)
DESCRIPTORS- Adolescent Literature; *Adolescents; Literary Genres; *Literature Appreciation; *Poetry; *Poets; Secondary Education; United States Literature
IDENTIFIERS- Contemporary Literature

Poetry helps people to focus on the world, to focus more clearly on what is inside a person and all around. This anthology of poems by America's best poets contains many kinds of poems aimed at many kinds of readers. The poems in the anthology are meant to be enjoyed by children, but they are not necessarily "children's poetry." Each poet whose poems appear in the anthology writes about the links between poetry and childhood, and each poet is represented by a current photograph and his or her photograph as a child. Poets in the anthology include: Marvin Bell, Molly Bendall, Robert Bly, David Chin, Vic Coccimiglio, Robert Greeley, Rita Dove, Cornelius Eady, Martin Espada, Tess Gallagher, Maria Mazziotti Gillan, Allen Ginsberg, Nikki Giovanni, Andrew Hudgins, Milton Kessler, Galway Kinnell, Carolyn Kizer, Ted Kooser, Maxine Kumin, Stanley Kunitz, Greg Kuzma, Li-Young Lee, Heather McHugh, Kyoko Mori, Sharon Olds, Linda Pastan, Diana Rivera, Liz Rosenberg, David St. John, Maurya Simon, W. D. Snodgrass, Girard Stern, Ruth Stone, Lucien Stryk, Alice Walker, Jane O. Wayne, Dieter Weslowski, and Robley Wilson. (NKA)

ED 415 527 CS 216 182

Selling, Bernard
Writing from Within: A Guide to Creativity and Life Story Writing. Third Edition.
PUB DATE- 98
NOTE- 315p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Autobiographies; *Creative Expression; Higher Education; *Individual Development; Life Events; *Personal Narratives; *Writing Strategies
IDENTIFIERS- Author Text Relationship; *Authorship; *Lifewriting; Personal Writing; Therapeutic Communication

Based on the idea that telling personal life stories can be a voyage of self discovery, freeing up images and memories that have long remained hidden, this book explains techniques to help individuals learn to write vivid autobiographical stories and life narratives. Whether used at home, in a classroom, or in a therapy environment, the techniques in the book will show persons how to: deal with the fear of writing and the inner "critic"; recall childhood events and important life experiences; find the authentic writing voice; and use fiction techniques such as narrative, dialogue, and inner monologue to bring stories to life. In this third edition a new section on creativity explores ways to use self criticism in a positive way, suggests ways to maintain a balance between the creative process and the demands of daily life, discusses the relationship between creativity and depression, and gives guidelines for an individual to expand into fiction writing.

Worklore" (Frank E. Fee, Jr.); "American Myth, Literary Journalism and 'The Last Cowboy's Henry Blanton" (Susan Blue); "When the Numbers Don't Add Up: The Framing of Proposition 187 Coverage in the 'Los Angeles Times'" (Peter Hart); "Anti-Drinking and Driving PSAs: Do They Have Any Meaning to Underage College Students? Implications for PSA Designers" (Alyse R. Gotthoffer); and "A New Media Analysis Technique: An Ethical Analysis of Media Entertainment" (Eileen R. Ringnalda). Individual papers contain references. (RS)

ED 415 545 CS 509 670

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (80th, Chicago, Illinois, July 30-August 2, 1997): Radio-Television.
PUB DATE- 97
NOTE- 357p.; For other sections of these Proceedings, see CS 509 657-676.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Content Analysis; Ethics; *Journalism Education; Journalism Research; Language Usage; *Mass Media Role; Media Research; News Media; Presidential Campaigns (United States); Programming (Broadcast); *Radio; Recall (Psychology); World Wide Web
IDENTIFIERS- African Americans; Hidden Cameras (Journalism); *Media Coverage; Sound Bites; *Television News; Video News Releases

The Radio-Television section of the Proceedings contains the following 14 papers: "Law and Ethics behind the Hidden and Intrusive Camera" (Geri Alumit); "Television News and Memory Distortion: Confidence in False Memories for Television News Stories" (Julia R. Fox); "Hype versus Substance in Campaign Coverage: Are the Television Networks Cleaning Up Their Act?" (Julia R. Fox and Chris Goble); "Still Knowing Their Place: African Americans in Southeast TV Newscasts" (Kenneth Campbell; Ernest L. Wiggings; Sonya Forte Duhe); "Political Candidate Sound Bites vs. Video Bites in Network TV News: Is How They Look More Important Than What They Say?" (Dennis T. Lowry); "The Effect of Redundant Actualities on Recall of Radio News" (Larry G. Burkum); "The 'News of Your Choice' Experiment in the Twin Cities: What Kind of Choice Did Viewers Get?" (Kathleen A. Hansen and Joan Conners); "Television Newsroom Training for the 21st Century" (Sandra L. Ellis and Ann S. Jabro); "Impact of New Managers on Local TV News: A Case Study" (Jim Upshaw); "Is It Really News? An Analysis of Video News Releases" (Anthony Hunt); "The Effects of Audiences' Gender-Based Expectations about Newscasters on News Viewing Satisfaction in a Collective Culture: South Korea" (U-Ryong Kim and Cheong-Yi Park); "Seven Dirty Words: Did They Help Define Indecency?" (Jeff Demas); "Television Station Web Sites: Interactivity in News Stories" (Ray Niekamp); and "The Priming of the People: Media Coverage of Presidential Campaigns" (Kim Bissell). Individual papers contain references. (RS)

ED 415 546 CS 509 671

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (80th, Chicago, Illinois, July 30-August 2, 1997): Scholastic Journalism.
PUB DATE- 97
NOTE- 143p.; For other sections of these Proceedings, see CS 509

to read or a function of their inability to read well. (Contains seven tables of data and 15 references.) (Author/NKA)

ED 415 565 CS 509 703

Lind, Scott L.
Acknowledging Culture in the Classroom: An Exploration of the At-Risk Student.
PUB DATE- 97
NOTE- 21p.; Paper presented at the Annual Meeting of the National Communication Association (83rd, Chicago, IL, November 19-23, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Communication; Cognitive Style; Communication Research; Cultural Background; *Cultural Context; *Cultural Differences; Elementary Secondary Education; *High Risk Students; Higher Education; Literature Reviews; *Minority Groups; Student Needs; Teacher Role
IDENTIFIERS- *Communication Behavior; Cultural Deficit Theory; *Educational Issues

The role of culture in the classroom is of increasing interest to teachers and researchers alike. Teachers communicate from unique perspectives and backgrounds; the same is true of students. Many differing cultures are represented in today's classroom, and consequently, many differences in approaches and preferences are represented. Research clearly indicates that students of differing cultural backgrounds benefit differentially by the efforts and methods of the instructor. Generally, minorities benefit the least from the educational system. To better understand why members of certain minority groups are performing less well than students from the dominant culture, an investigation of classroom interaction is worthwhile. How cultural factors can place a student at risk is shown by a literature review which focuses on several areas of difference that can impact the success of interactions in the classroom, specifically intercultural communication differences, learning differences across cultures, and a cultural-deficit perspective of "at risk." Findings suggest that there is ample research on which to base a claim that students are placed at risk because the culture of mainstream education fails to acknowledge and account for the many cultural differences that affect and exist in the classroom. Students who possess and appreciate the communication behaviors and approaches to learning that are fostered and rewarded in the mainstream classroom are certainly at an advantage over those who possess differing communication behaviors and learning approaches. Researchers should continue to investigate ways to help students overcome risk barriers. (Contains 38 references.) (NKA)

ED 415 566 CS 509 706

Wilson, Julie Anne
A Program To Develop the Listening and Speaking Skills of Children in a First Grade Classroom.
PUB DATE- 97
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

committee met primarily to determine if the current law governing school-security personnel, regardless of the minimum requirements for school police and school security, are adequate. The two overriding issues were the statewide disparities in training requirements for school police and the lack of professional standards and thorough background checks for school-security officers. The hearing featured an overview of the State Department of Education's analysis of school security, which included an informal survey of the largest 50 school districts regarding their security personnel. Testimony from representatives of Peace Officers Standards and Training, the Department of Consumer Affairs, the National School Safety Center, the Peace Officers Research Association of California, and other organizations was featured. (RJM)

ED 415 585 EA 028 866

Elliott, Sandra T.; Muth, Rodney
Power, Principals, and Promotion.
PUB DATE- 97
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; Employment Level; Occupational Aspiration; Occupational Information; *Personality Assessment; *Personality Traits; *Power Structure; *Principals; *Promotion (Occupational); School Administration; Sex Differences
IDENTIFIERS- Colorado; Gender Issues; *Power Strategies

To better understand the role that "power behavior" plays in deciding promotions in the school system, the power behaviors of school principals who had been promoted and those who had not been promoted were examined. A power model developed by R. Muth was adapted to provide the framework for assessing power use. The central questions addressed the types of power behavior and resources principals and their supervisors use, the use of power behaviors and resources, the role of gender and/or the use of power behaviors and resources in gaining promotions, and whether males and females report similar power behaviors. Results are based on 200 surveys completed by principals and school administrators in Colorado. The findings revealed no significant difference between the power types used by principals who reported that they had not been promoted and the power types of those who made the promotions, undermining the argument that power is an important, if not the most important, ingredient in receiving a promotion. Furthermore, nonpromoted and promoted principals did not report different patterns of power use. (RJM)

ED 415 586 EA 028 867

Futernick, Ken; Arnstine, Barbara; Hodson, Timothy A.
Who Should Control the Behavior of Minors? A Focus on Attendance, Association, and Appearance. The LegiSchool Project. A Town Hall Meeting.
PUB DATE- 97
NOTE- 66p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports -

to aid in understanding and effectively addressing the behavior challenges associated with different disabilities, including autism, attention-deficit/hyperactivity disorder, behavioral disorders, emotional disturbance, learning disabilities, and mental retardation. The bibliography includes a wide variety of materials on: behavior problems related to disability, behavioral assessment, classroom management, conflict resolution, aggressive and disruptive students, communication, discipline, behavioral interventions, multicultural issues, and positive behavioral support. There are 110 books/videos and 31 journals/journal articles listed. A list of 34 organizations that can provide additional information on behavioral issues for students with disabilities is also provided. Names, addresses, and telephone numbers of 46 publishers are provided at the end of the document. (CR)

ED 415 605 EC 306 071

Positive Behavioral Support in the Home and Community: A Bibliography for Families. NICHCY Bibliography 4, Second Edition.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 97
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Behavior Change; *Behavior Problems; *Child Rearing; Conflict Resolution; *Disabilities; Organizations (Groups); Parent Associations; *Parent Child Relationship; Parent Education; Parenting Skills; Printed Materials; Resource Materials; Videotape Recordings

This bibliography is designed to help families identify the many materials available on the subject of problem behaviors, behavioral disorders, and positive behavioral support. This list identifies selected resources to help families understand and positively address the behavior challenges associated with disabilities such as autism, attention-deficit/hyperactivity disorder, behavior disorders, emotional disturbances, learning disabilities, and mental retardation. These resources are designed to help parents to look at their children within the larger context of their home and community environment, to identify what factors influence or trigger challenging behavior, and to develop an understanding of how to provide the appropriate positive behavioral support. Fifty books and/or videos and 32 organizations that can provide additional information on behavioral issues for students with disabilities are listed. Names, addresses, and telephone numbers of 34 publishers are provided at the end of the document. (CR)

ED 415 606 EC 306 073

Trupin, Laura; Rice, Dorothy P.; Max, Wendy
Who Pays for the Medical Care of People with Disabilities? Disability Statistics Abstract, Number 13.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 95
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Adults; Age Differences; Children; *Disabilities;

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Standards; Accountability; *Achievement Tests; Educational Assessment; Elementary Secondary Education; Evaluation Methods; Guidelines; *Limited English Speaking; *Minimum Competency Testing; Outcomes of Education; State Programs; State Surveys; *Student Evaluation; *Student Participation
IDENTIFIERS- *Minnesota; *Testing Accommodations (Disabilities)

This report discusses the results of two surveys that investigated the participation of students with limited English proficiency (LEP) in Minnesota's Basic Requirements Exams. In the first survey, 13 school districts answered questions about the participation of students with LEP in Minnesota's Basic Standards Tests. Ten of the districts reported that at least 50 percent of eligible students with LEP participated in the exams, two districts reported that fewer than 50 percent participated, and one district had no students with LEP participate during the April 1996 cycle. Nine districts indicated that they had written guidelines to assist them in making decisions about including students with LEP in the Basic Standards Tests; however, only five districts indicated that they had used them during the recent testing cycle. The second survey of 48 districts found that 28 districts had written guidelines regarding the inclusion of students with LEP in the exams. Eighteen of the districts did not have guidelines in place at the time of testing, and of those districts, eight still included students with LEP during the April 1996 Basic Standards testing cycle. The most common testing accommodations were timing/scheduling accommodations. An appendix includes a copy of the two surveys. (CR)

ED 415 625 EC 306 105

Spicuzza, Richard; Erickson, Ronald; Thurlow, Martha; Hurley, Christine
Focus Group Input on Students with Disabilities and Minnesota's Basic Standards Tests. State Assessment Series: Minnesota Report 3.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Standards; Accountability; *Achievement Tests; *Disabilities; Educational Assessment; Elementary Secondary Education; Evaluation Methods; Focus Groups; Information Needs; *Minimum Competency Testing; Outcomes of Education; School Districts; State Programs; Student Evaluation; *Student Participation; *Testing Problems
IDENTIFIERS- *Minnesota; *Testing Accommodations (Disabilities)

This report describes the findings of two half-day focus group meetings that discussed experiences and concerns about the participation of students with disabilities in Minnesota's Basic Standards Exams. The focus groups included test coordinators, general classroom teachers, and special education teachers. The report discusses: (1) experiences during the Spring 1996 testing, including information on the level of participation by students with disabilities, how participation decisions were made, and provision accommodations; (2) suggestions for future test administration, including states to pool their knowledge about students with LEP and their assessment resources. (Contains 70 references.) (CR)

ED 415 642 EC 306 125

Quest, Carol; Liu, Kristin; Thurlow, Martha
Cambodian, Hmong, Lao, Spanish-Speaking and Vietnamese Parents and Students Speak Out on Minnesota's Basic Standards Tests. State Assessment Series: Minnesota, Report 12.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Standards; Accountability; *Achievement Tests; *Educational Assessment; Evaluation Methods; Focus Groups; Graduation Requirements; High Schools; Information Needs; Language Minorities; *Limited English Speaking; *Minimum Competency Testing; Outcomes of Education; *Parent Attitudes; Parent School Relationship; State Programs; *Student Attitudes; Student Evaluation; Student Participation; Testing Problems
IDENTIFIERS- *Minnesota; *Testing Accommodations (Disabilities)

This report describes the findings of 10 focus group meetings that discussed issues related to the performance of students with Limited English Proficiency (LEP) on Minnesota's Basic Standards Exams. Ten groups were formed, with one group of parents and one of students representing each of the following language communities: Cambodian, Hmong, Lao, Spanish, and Vietnamese. During the meetings, participants were asked what they knew about Minnesota's graduation tests, their thoughts about testing options for students with LEP, concerns they had, good ways to communicate with parents about school matters, and what parents can do to help their children be successful on tests and in school. Findings from the focus groups are that: (1) most parents and students favored Basic Standards testing as a part of high school graduation requirements; (2) there was confusion over the various testing programs being conducted in schools; (3) participants in both groups were unaware that there are some special options available for students with LEP, including extra time, separate settings, written translations, audiotapes, and different scoring options; and (4) there is a need for early communication with parents to help them prepare their students for the tests. Recommendations for communication about graduation standards are provided. (CR)

ED 415 643 EC 306 126

Thurlow, Martha; Liu, Kristin; Weiser, Sarah; El Sawaf, Hamdy
High School Graduation Requirements in the U.S. for Students with Limited English Proficiency. State Assessment Series, Minnesota Report 13.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Standards; Accountability; *Educational Assessment; *Educational Testing; Evaluation Methods; *Graduation Requirements; High Schools; *Language Minorities; *Limited English Speaking; Minority Groups; National Surveys;

performance criteria for classroom systems, and includes temperature and humidity ranges, indoor air quality, energy use, operation and maintenance, simplicity, staffing and standardization, reliability, flexibility, vandal proofing, and capital cost. Detailed descriptions of the kinds of systems used for classrooms are also discussed, such as the use of unit ventilators, variable air volume systems, single zone systems, multizone units, water source heat pumps, and separate ventilation air systems. The advantages of each of these systems are presented. Other considerations facing decision makers include choosing between mechanical or natural ventilation, and figuring ways in which building design, climate, and capital costs will affect such decisions. Likewise, school officials must consider the specifics of location, architecture, use, and management of the facility. To achieve the performance objectives of any HVAC system, requires a balancing of air and water flows, testing performance, documentation, and using trained operating personnel. (Contains five illustrations and nine references.) (RJM)

ED 415 661 EF 005 013

Jacobs, Bruce W.
Maintaining Acceptable Indoor Air Quality during the Renovation of a School. Technical Bulletin.
SPONS. AGENCY- Environmental Protection Agency, Washington, DC. Office of Radiation and Indoor Air.
PUB DATE- 95
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Research/Technical (143)
DESCRIPTORS- *Educational Facilities Improvement; Elementary Secondary Education; Hazardous Materials; Health Needs; *School Administration; *School Buildings; *School Safety; *Strategic Planning; Ventilation
IDENTIFIERS- Facility Management; *Indoor Air Quality

Information that school facility personnel can use concerning the potential impacts of renovation projects on indoor air quality (IAQ), along with details of some effective control strategies, are presented. Various kinds of contaminants may be generated by renovations, including volatile and semivolatile organic compounds, dusts and fibers (e.g., asbestos), gases (e.g., sulfur dioxide), bioaerosols (e.g., mold and fungus spores), and physical agents (e.g., noise and uncomfortable temperatures). Some IAQ control strategies include the inspection of all building materials; overseeing heating, ventilating, and air-conditioning considerations; scheduling classes around construction; relocating persons who may be particularly susceptible to airborne agents; and notification/communication, which includes early involvement of the school principal, responding to problems and emergencies, and informing all affected parties. It is recommended that careful work site preparation be made to minimize the release of airborne agents. Construction administration, therefore, is an important component of maintaining good IAQ, as is the need to establish uniform acceptance criteria for all renovation projects. (Contains 10 references, 1 table, and 2 figures.) (RJM)

ED 415 662 EF 005 014

values; personal essays; studying institutions; studying a religious institution; comparing cultural values; studying individuals; and re-entry experiences. (Contains 80 references.) (MSE)

ED 415 680 FL 024 976

de Weck, Genevieve, Ed.
Troubles du langage (Troubles with Language).
PUB DATE- 97
NOTE- 228p.
LANGUAGE- French
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - General (020),Collected Works - Serials (022)
DESCRIPTORS- Adults; Age Differences; Aging (Individuals); *Aphasia; Applied Linguistics; Case Studies; Child Language; Children; Cognitive Processes; *Communication Disorders; Deafness; Diagnostic Tests; Dialogs (Language); *Dyslexia; Error Patterns; Foreign Countries; *Language Acquisition; Language Research; *Linguistic Theory; Listening Comprehension; Morphology (Languages); Psychiatry; Psycholinguistics; Speech Skills; *Speech Therapy; Vocabulary

Articles on communication and language disorder are presented. All but one are in French; the other is in German. They include: "Specificity of Developmental Dysphasia: Implications for Intervention" (Marc Montfort, Adoracion Juarez Sanchez); "Difficulties with Language Development and Discursive Capacity" (Genevieve de Weck); "Language Production and Communication in a Young Deaf Child" (Shirley Vinter); "Variation in Underlying Questions in Two Types of Dialogue" (Marie-Claude Rosat, Solange von Ins); "Dyslexias and Writing Difficulties: Cognitive Models for the Language Clinic" (Bernadette Pierart); "Reading Difficulties and Socio-cognitive Perspective" (Nathalie Niederberger); "Psychoanalytic Issues in Writing Problems" (Monique Frumholz)' "The Effects of Aging on Language Comprehension and Production" (Michel Hupet, Marie-Anne Schelstraete) "The Contribution of Real-Time Tests to the Study of Listening Comprehension in Aphasics: A Case Study" (Jocelyne Buttet Sovilla, Francois Grosjean); "When a Canister Is a Rabbit and a Sheep a Goat: Word Searching and Potential Disorders" (Dorothea Weniger); and "Contributions of Experimental Psycholinguistics to the Study of the Morphological Dimension of Language" (Carole Greber). Two book reviews are also included. (MSE)

ED 415 681 FL 024 977

Boutin, France, Ed.; Chinien, Christian, Ed.
Le developpement d'une culture technologique par une approche transdisciplinaire: Recueil d'activites de la Maternelle a la 9e annee. Rapport No. 2 (The Development of a Technological Culture by an Interdisciplinary Approach: Selection of Activities from Kindergarten to Ninth Grade. Report No. 2).
PUB DATE- 97
NOTE- 153p.
LANGUAGE- French
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Class Activities; Curriculum Design; *Elementary School Curriculum; Elementary Secondary Education; Foreign Countries; French; Higher Education; Instructional Materials;

the project; designing the survey instrument; gathering and compiling survey information; statistical analysis of results; logical analysis of results; and reporting results. Functions of the survey, which can stand alone or be combined in either questionnaire or interview, are discussed. They include collection of demographic information, investigation of opinion, self-ratings, gathering of information about judgments, rankings, and Q-sorts. Guidelines for writing good survey questions and effective questionnaires and for avoiding survey pitfalls are offered, with examples. Suggestions are also made for increasing mail survey return rate and tabulating and analyzing both open- and closed-ended responses. Contains 34 references. (MSE)

ED 415 701 FL 025 009

Hiroto, Nagato
Bare Minimum Knowledge for Understanding Statistical Research Studies.
PUB DATE- 97
NOTE- 14p.; In: Classroom Teachers and Classroom Research; see FL 024 999.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Classroom Research; Classroom Techniques; Comparative Analysis; *Data Interpretation; Foreign Countries; *Information Utilization; Language Teachers; *Research Methodology; Research Utilization; Second Language Instruction; Second Languages; Statistical Analysis

Designed for language teachers who find reading statistical research difficult but necessary, this article focuses on the minimal knowledge needed about statistical techniques for interpreting research findings. It first examines the statistical reasoning underlying quantitative, empirical studies, including normal distribution, standard deviation, and three indices of central tendency (mean, median, and mode). It then looks briefly at three kinds of comparisons most frequently reported in quantitative studies: comparisons of means, frequencies, and correlational coefficients. Statistical tools typically used for each comparison are touched upon, and useful checkpoints that readers of statistical studies should be equipped with are also discussed. (Contains six references.) (MSE)

ED 415 702 FL 025 010

Books, Marilyn
In-Depth Interviewing as Qualitative Investigation.
PUB DATE- 97
NOTE- 11p.; In: Classroom Teachers and Classroom Research; see FL 024 999.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Classroom Research; Classroom Techniques; Comparative Analysis; *Data Collection; *Data Interpretation; Foreign Countries; *Interviews; *Qualitative Research;

Restructuring; School Role; Teaching Methods; Theory Practice Relationship
IDENTIFIERS- England; Wales

This book is an exploration of the current debate about quality in higher education. Using a construct of "heresies," it suggests a set of guiding principles in four key areas of university life: curriculum (because selecting what is worth learning in universities is not random); teaching methods (because universities offer opportunities for learning that one cannot do on one's own); research (because some research is better carried out alongside teaching rather than in other settings); and college organization (because institutions are ends as well as means in meeting social demands). The book suggests one possible approach toward a philosophy of higher education, arguing that because uncertainty is endemic in most research on the process or means of higher education, it is fundamentally impossible to achieve philosophical consensus regarding the purposes of higher education. It is further argued that what is needed are threshold measures of quality that identify effective practice rather than ratings-based judgments of sufficiency. Chapters cover the study of higher education, curriculum, teaching methods, research, college organization, and students. The appendix defines the 16 forms of heresy: determinism, academicism, utilitarianism, survivalism, pedagogicism, abstractionism, occupationalism, mechanism, sponsorism, libertarianism, departmentalism, opportunism, collegialism, monasticism, homogenism, and individualism. (Contains 250 references.) (CH)

ED 415 723 HE 030 737

Green, Diana, Ed.
What Is Quality in Higher Education?
PUB DATE- 94
NOTE- 132p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- College Outcomes Assessment; Competition; Educational Change; Educational Objectives; *Educational Quality; Educational Trends; *Effective Schools Research; Excellence in Education; Foreign Countries; Government School Relationship; Higher Education; Institutional Research; Instructional Effectiveness; Leadership; Models; *Organization; Organizational Change; Partnerships in Education; *Politics of Education; Productivity; Quality Control; *Role of Education; School Effectiveness; School Restructuring; Theory Practice Relationship; Total Quality Management
IDENTIFIERS- England; *Further and Higher Educ Act 1992 (Great Britain)

This book reflects some of the debate following publication of the 1991 Further and Higher Education Bill, and it also draws on preliminary findings of a national research project funded by a partnership of government, business, and higher education that was designed to develop and test quality assessment methods. Chapters are organized in three sections: "What Is Quality in Higher Education?"; "Models from Within British Higher Education"; and "Models from Beyond British Higher Education." Chapter titles are: (1) "What Is Quality in Higher Education? Concepts, Policy and Practice" (Diana Green); (2) "Quality in Higher Education: A Funding Council Perspective" (William H. Stubbs); (3) "Defining and Measuring the Quality of Teaching" (Baroness Pauline Perry); (4) "Inspecting Quality in

Better Preparation, Less Remediation. Challenging Courses Make a Difference. Goals for Education: Educational Benchmarks, 1997.
PUB DATE- 97
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Academic Standards; *College Bound Students; *College Entrance Examinations; *College Preparation; College School Cooperation; Developmental Studies Programs; *Difficulty Level; High Schools; Higher Education; *Remedial Instruction

This report examines the need for and status of remedial education at colleges in the 15 member states of the Southern Regional Education Board (SREB). It notes that too many (one of every three) entering college students currently take at least one remedial course and suggests that this number could be reduced if high school students planning to attend college would take more challenging academic courses to prepare for college admissions tests and college achievement. Narrative and tables present comparative state data on: high school courses required for graduation; required or recommended college preparatory courses; relationship between taking a standard college admission test--Scholastic Assessment Test (SAT) and American College Testing (ACT) program and completion of a college preparatory curriculum; effects of taking more academic core courses on SAT and ACT scores; numbers of entering college students who take remedial courses; reasons students take remedial courses; some promising initiatives in Maryland, North Carolina, Arkansas, Georgia, Mississippi, and Oklahoma; and recommendations for improving college readiness. States are urged to review the content and rigor of their high school graduation requirements and college preparatory programs and utilize college-school reporting systems to identify ways to help students prepare for and succeed in college. (DB)

ED 415 742 HE 030 886

Creech, Joseph D.
Improving College Transfer Policies is Focus in 15 SREB States.
PUB DATE- 97
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College Transfer Students; Core Curriculum; *Educational Policy; General Education; Higher Education; *Policy Formation; Required Courses; *State Standards; Student Mobility; Two Year College Students; Two Year Colleges
IDENTIFIERS- *Southern Regional Education Board

This report evaluates the college transfer policies of each of the 15 member states of the Southern Regional Education Board--Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia, and West Virginia. States are urged to develop common standards for core curriculum requirements to facilitate the increasing numbers of students transferring between institutions of higher education, especially between two-year and four-year institutions. Specific recommendations to states include: common general education requirements; awarding third-year status to students who earn associate degrees at four-year colleges; using

Default; Postsecondary Education; *School Accounting; *Student Loan Programs
IDENTIFIERS- Family Education Loan Program; Federal Direct Student Loan Program; Privacy Act 1974

This guide provides information to help postsecondary schools and guaranty agencies (GAs) understand how a cohort default rate is calculated, review backup data, submit challenges to GAs and/or Direct Loan Servicing Centers (DLSC), and understand the response from the GA and/or DLSC. A cohort default rate includes Federal Family Education Loan (FFEL) Program loans and/or William D. Ford Federal Direct Loan Program loans made to student borrowers. The cohort default rate is based on those borrowers who entered repayment and defaulted on their loans during a statutorily mandated time period. Information is included on how a school's cohort default rate is calculated; the situation of a borrower who has more than one loan entering repayment during the fiscal year; and how student loan consolidation affects a school's cohort default rate. The section on backup data discusses which schools receive draft backup data, how backup data is produced, whether a school's draft data and official data will be the same, whether backup data is subject to the Privacy Act, and how to read a report on draft backup data. The guide includes a sample backup data report, an example of a challenge to the GA or DLSC, and contact lists for GAs, the DLSC, and The Department of Education. (SW)

ED 415 761 HE 030 906

Rampp, Lary C.; Guffey, J. Stephen
The Role of Continuing Education at Land-Grant and Public Universities in the 21st Century.
PUB DATE- 98
NOTE- 103p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Change Strategies; *Continuing Education; Curriculum Development; *Educational Change; Educational Technology; Educational Trends; *Futures (of Society); Higher Education; *Land Grant Universities; *Needs Assessment; Prediction; Public Colleges; Public Education; Social Problems; *State Universities; Student Characteristics; Technological Advancement; Trend Analysis

Critical influences that will affect continuing education at land-grant and public universities in the early decades of the twenty-first century were identified by a panel of 17 experts. Using a Delphi Technique, the panel first identified 147 critical influences, and then reduced that number to the 34 deemed to be very likely to occur in continuing education at land-grant universities in the next century. Of most importance were the categories "technology," "demographics," "society," and "curriculum." The findings suggest the following will occur in the next century for continuing education programs at land-grant universities: increasing use of educational telecommunications; sensitivity to evolving shifts in student demographics; increased concern about how social problems such as crime, drugs, illiteracy and retraining relate to learning; and increased concern over programming content and outcomes and greater involvement to create curricula that are more tailored to the specific program needs of continuing education. Based on the findings and a literature review, 15 recommendations, are offered regarding continuing education at land-grant and public universities. Five tables categorize the data collected.

observing staff meetings and classes. In addition, Habermas' inventory of cognitive interests provided a quantitative measure of the course developers' and instructors' world views. The findings reveal that while the espoused world views of the instructors appeared to be primarily practical (that is, teachers using judgment rather than predetermined plans to guide classroom activities), the actual implementation of the curriculum reflected a predominantly technical cognitive interest (that is, teachers providing students with explicit directions and delivering instruction, with little deviation, according to a prescribed plan). (WD)

ED 415 780 HE 030 926

Lovette, Otis K.
Principalship Preparation Programs: The Principal's Perspective.
PUB DATE- 97
NOTE- 18p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Memphis, TN, November 12-14,1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Attitudes; *Administrator Education; Course Content; *Curriculum Development; Curriculum Evaluation; *Education Courses; Elementary Secondary Education; Higher Education; Instructional Material Evaluation; Management Development; *Principals; Program Evaluation; *School Administration; Surveys
IDENTIFIERS- *Louisiana

Practicing school principals were surveyed to determine their opinions regarding the most effective preparation curriculum for principals. A total of 100 Louisiana principals, drawn equally from elementary, middle or junior high, and high school, were given a survey instrument containing 52 course titles and asked to rank order the 12 courses they believed comprised the most effective principalship preparation curriculum. Results were compared with the current 30-hour curriculum for the preparation and certification of principals in Louisiana. Results show that obvious differences existed between the current curriculum and the rank-order list of top 12 courses. Several courses included on the present state certification list received very low rankings by the respondents--Educational Research, Philosophy of Education, and History of Education. Two courses Planning, Organizing, and Decision Making and the Psychology of Instruction and Learning--that appeared in the top 12 had no comparable courses in the present state list. Discussions with practicing school principals indicated that many principals believed that courses such as research, history, philosophy, and statistics were often taught with too much emphasis on theory and not enough on application. The principal survey and an item-by-item breakdown of responses and rankings are appended. (WD)

ED 415 781 HE 030 927

Roberts, Patty; Anderson, Janet; Yanish, Paula
Academic Misconduct: Where Do We Start?
PUB DATE- 97
NOTE- 27p.; Paper presented at the Annual Conference of the Northern Rocky Mountain Educational Research Association (Jackson, WY, October 1997).

dissemination, the second focus group was held. Both groups identified consumption benefits and college-related local business volume as the most important positive economic impacts of the college, and foregone real estate taxes as the major negative impact. The economic impact study had little or no effect on focus group attitudes and no participants in the second group mentioned hearing or reading about the study results. Results suggest economic impact studies may be ineffective for public relations since they do not promote consumption benefits, they estimate unimportant impacts, and they do not change attitudes about the economic importance of colleges. (Contains 14 references.) (DB)

ED 415 799 HE 030 950

Levin, John S.
The Cultures of the Community College. ASHE Annual Meeting Paper.
PUB DATE- 97
NOTE- 26p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (22nd, Albuquerque, NM, November 6-9, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; *College Environment; College Presidents; *College Role; *Community Colleges; Community Services; Higher Education; Human Services; *Institutional Mission; Leadership; Models; Organizational Climate; Organizational Theories; School Business Relationship; School Community Relationship; Student Development; Two Year Colleges
IDENTIFIERS- *ASHE Annual Meeting

This paper reviews the literature on specific and multiple organizational cultures identified with the community college. The community college culture is seen as both fulfilling organizational purpose (a functional perspective) and expressing organizational behaviors (an interpretive perspective), including the beliefs, values, and ideologies of organizational participants. Four dominant cultures are identified: (1) traditional the college mission and goals focus largely upon the intellectual and cognitive development of students and the institutional role of providing access to educational opportunities, largely through university transfer and preparation for employment; (2) service the college possesses the characteristics of a human service organization with a mandate to protect and promote the well-being of its clients (students); (3) hierarchical the college president and administrative boards demonstrate strong leadership traits and uphold ideals of social transformation and excellence for both students and the organization; and (4) business the community college adopts the practices and values of business and industry in its operational styles. Analysis of the functionalist and interpretive perspectives of culture suggest multiple cultures with considerable variance among community colleges. (Contains 100 references.) (DB)

ED 415 800 HE 030 951

Creamer, Elizabeth G.
Knowledge Production, Publication Productivity, and Intimate Academic Partnerships. ASHE Annual Meeting Paper.
PUB DATE- 97
NOTE- 24p.; Paper presented at the Annual Meeting of the

ED 415 354 CE 075 508

Berns, Robert G.
Preservice Teacher Education Framework.
SPONS. AGENCY- Department of Labor, Washington, DC.
PUB DATE- 97
NOTE- 156p.; A publication of the School-to-Work Systems Integration Coalition.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Conferences; Curriculum Development; *Education Work Relationship; Elementary Secondary Education; Higher Education; Inservice Teacher Education; *Integrated Curriculum; *Preservice Teacher Education; *Professional Development; Program Development; Program Implementation; State Programs; Statewide Planning; *Teacher Educators
IDENTIFIERS- *Ohio

A project created a framework for integrating school-to-work (STW) into the preservice curriculum for all new teachers in Ohio and conducted a professional development activity for college and university faculty involved with preparation of new teachers. A work team of teacher education faculty representing six public universities met to learn about STW, discuss its implications, and design a teacher education framework and professional development activity for teacher educators. The framework consisted of the following elements: a vision of STW and teacher preparation; philosophy; set of economic assumptions; mission and definition of STW and preservice teacher educator's role; relevant concept maps; list of outcomes for preservice teacher education programs related to STW; relationship of STW and state curriculum models; relationship of STW and new Ohio teacher education and licensure programs; plan for integrating STW into all preservice teacher education programs in Ohio; list of possible barriers for implementation; time-line; and list of references. For the professional development activity, a prototype conference for teacher education faculty was planned and implemented. The event allowed participants to experience presentations, a simulation that included workshops by educators and business people involved with STW, 1-day externship at a work site, and force field analysis activity. (These products are included in the report: framework, conference materials, university plans, and conference assessment.) (YLB)

Recruitment; Teaching Methods; Tutors; Volunteers
IDENTIFIERS- *Longview Public Library WA

Project Read at the Longview (Washington) Public Library conducted a program to maintain and expand the Family Literacy Center to provide a monitored tutoring site and family outreach program for a minimum of 75 adult learners and 40 tutors. Two projects were involved: (1) Project READ focused on adult learners with a one-on-one tutoring approach; and (2) Project SHARE focused on parents and children with an outreach program to model good ways to develop reading interest in preschoolers. Project READ exceeded its goals by serving 77 percent more adult learners than was expected, with 107 new learner applicants and 62 new volunteer applicants. A total of 228 family outreach programs served 553 adults and 870 children, and more than 700 free books were provided to families. A family literacy program assistant was hired to help with these efforts. Three computers and multimedia software were purchased to provide more learning options for adults and families. The Family Literacy Coordinator's position became a full-time job and the literacy center began to operate during all library hours. Publicity about the project and community contacts were maintained and enhanced. As a result, 44 new tutors were trained during the year, especially with the computer systems. The library has also maintained and expanded a library for tutors to use with learners as well as parenting materials, picture books, and books for new readers. (Attachments contain project brochures and other information.) (KC)

were students, competitive events, personal interests, state mandates, an existing POA, and peers/colleagues. In developing a POA, subjects identified "other teachers" as their primary source of knowledge and generally tended to include standing committees that represented those identified by the National Future Farmers of America organization. VSO advisors tended to have a favorable attitude use of a POA, although there remained a small margin for growth in their attitudes. (Contains 16 references.) (YLB)

ED 415 390 CE 075 597

Agricultural Research, Education, and Extension Programs. Hearings before the Subcommittee on Forestry, Resource Conservation, and Research of the Committee on Agriculture, House of Representatives, One Hundred Fifth Congress, First Session (June 17-18 and July 9, 22, 1997).
PUB DATE- 97
NOTE- 490p.; Serial No. 105-20.
LANGUAGE- English
EDRS Price- MF02/PC20 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Agricultural Education; Agricultural Engineering; Agricultural Occupations; Agricultural Production; *Agricultural Trends; *College Programs; Educational Needs; Extension Education; Futures (of Society); Hearings; Higher Education; *Research Needs; Research Projects; *Rural Education; Secondary Education; Student Organizations; Vocational Education
IDENTIFIERS- Congress 105th

This document contains transcripts of testimony and prepared testimony from 93 witnesses who testified at or submitted statements to a Congressional hearing on agricultural research, education, and extension programs. Witnesses included U.S. representatives, administrators of colleges of agriculture in universities, representatives of Farm Bureaus, and representatives of various groups in the agricultural industry. The hearings revolved around a broad range of issues concerning agriculture, with emphasis on the benefits it has produced and the need to continue it and fund it as well as possible. Witnesses also noted the benefits to youth of participation in agricultural youth groups and the need to update techniques, research methodology, and teaching methods to use resources more effectively. (KC)

IDENTIFIERS- *Department of Defense

The General Accounting Office reviewed the Department of Defense's distance education (DE) initiatives. Data were gathered through meetings of service officials responsible for the military services' training plans and strategies and a review of services' training plans and related documents. It was discovered that the services have begun incorporating the following DE technologies into their training activities: simulation and simulation exercises; correspondence courses; interactive computer courseware; video and audiotapes; and real-time interactive audio and video classrooms. In August 1997, it was estimated that at least $100 million would be allocated to such activities in fiscal year 1998 and as much as $2 billion over the next 10 years. The Army is the only service with a formally documented DE plan. The Air Force's and Marine Corps' plans are expected to address the requirements of both active and reserve personnel, (as does the Army's plan). The Navy's plan includes DE initiatives such as developing interactive courseware and Internet training. Implementation of distance learning in the military will require redesign of existing courseware, establishment of DE facilities, and acquisition of the communications equipment needed to transmit DE courses. Several funding and budgeting issues must be resolved before the services' DE plans can be advanced. (MN)

Lewe, Glenda
Quicksands! Sidestepping the Quality Quicksands. Setting Continuous Improvement on Bedrock.
PUB DATE- 95
NOTE- 139p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Basic Education; Basic Skills; *Corporate Education; *Education Work Relationship; Educational Improvement; *Educational Quality; Foreign Countries; Holistic Approach; Industrial Training; Instructional Development; *Organizational Development; Organizational Effectiveness; Questionnaires; School Business Relationship; Skill Development; Standards; Technical Education; Technical Institutes; *Total Quality Management; Two Year Colleges; Workplace Literacy
IDENTIFIERS- *Continuous Improvement; Saint Lawrence College (Canada); Statistical Process Control

This book, which is intended for educators who are invited into workplaces to design, develop, and deliver workplace literacy and other training programs and for corporate and labor leaders involved in workplace education, examines the concepts of total quality and bedrock (foundation or basic) skills. Presented first are a glossary and introduction describing the linkages between bedrock skills and total quality. The following are among the topics discussed in the book's seven chapters: defining "total quality" (its place in the development of organization theory, link to bedrock skills, and integration into literacy task analysis; keys to its effectiveness); understanding the labor perspective (union resistance, other dissenting voices, factoring in positive views); integrating bedrock skills into technical training (reasons for collaborating, use of the integrative partnership model, requirements for success); statistical process control and the quality tools (using the tools to promote holistic learning, using real life to clarify statistical concepts); adding International Standards Organization standards; applying total quality in corporations and elsewhere (focused factories, total quality in education; hoshin--a Japanese planning model); and assembling the bedrock/quality toolbox. Eleven endnotes are listed. Appended are an education profile of St. Lawrence College (Ontario) and its improvement efforts and a structured job analysis interview. (MN)

LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Counseling Psychology; Counselors; Elementary Secondary Education; Higher Education; Intervention; Pupil Personnel Services; *School Counseling; *School Counselors; Youth Problems

This refereed journal addresses the interests of counselors in school, college, and agency settings and deals with current professional issues, theory, scientific research, and innovative programs and practices. The 1997 volume is comprised of issues number 1 and 2. Number 1 includes the following articles: "Group Counseling for Children of Homeless Families" (Michael M. Onizo and others); "The High School Athlete and the High School Counselor" (Frank Brady); "Behind Closed Doors: Realities, Issues, and Interventions for School Counselors Working with Gay, Lesbian, and Bisexual Youth" (Connie T. Schliebner and others); "Learning about the Concerns of Minority Children: Some Suggestions for School Counselors" (Jesse A. Brinsom); "Sexual Harassment in Schools: What's the Problem?" (Russell A. Sabella); "Brotherhood of Super Stars (BOSS): A Success-in-School Program for African-American Males" (Catherine Wilson and Audrey Hill); "A Cross-Cultural Consultation and Education Program Using Transitional Stages of Counseling" (James F. Malone). Number 2 includes the following articles: "Academic Underachievement in Attention-Deficit Hyperactivity Disorder: Characteristics and Interventions" (Karen Sealander and others); "Early Intervention and the Prevention of School Violence" (Helen S. Lupton-Smith and Edward E. Moody, Jr.; "Women Who Abuse Drugs: An Overview" (Bernadette Halbrook); "Invisible Youth: Counseling Gay and Lesbian Adolescents" (Susan R. Sean); "Common Counselor Struggles with Supervision" (Carl F. Rak and Paula J. Britton); "Employment Opportunities in Higher Education and Candidate Qualifications for Counselor Educators for the Next Five Years at CACREP Accredited Institutions" (Perry C. Francis and Nancy Turner); "Sexual Assaults and Disordered Eating in a Nonclinical Population of Women" (Tracy Bostwick Baldo and others). (RJM)

PUB DATE- 96
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Attendance; Dropout Prevention; Educational Environment; Elementary Education; *Parent Attitudes; Parent Child Relationship; *Parent Influence; *Parent Participation; *Parent School Relationship

Parent involvement in their children's education has been well established as an important component of academic success. To explore this phenomenon, parents were invited into the classroom to participate in a regular lesson so as to determine if such participation would enhance their perception of education and subsequently increase students' daily attendance. The research involved 150 students from kindergarten, first, second, and fifth grades and the students' parents. Parents were invited into the classroom to team with their child in a typical classroom lesson for one hour, one day each month. Parents sat next to their children and actively gathered information, solved problems, and made decisions. The findings suggest that the parents' attitudes toward school undergo a gradual positive change when parents become involved in classroom lessons. Between group comparisons of the attendance records of treatment and control groups indicate that there were positive effects associated with parent involvement in regular classroom lessons. Students and teachers also exhibited positive changes in attitude, and a stronger sense of community was formed. (Contains 31 references.) (RJM)

(Author/CR)

ED 415 486 CS 013 009

Senechal, Monique; LeFevre, Jo-Anne; Thomas, Eleanor; Daley, Karen E.
Early Exposure to Storybooks as a Predictor of Reading in Grade 1.
PUB DATE- 96
NOTE- 4p.; Paper presented at the Biennial Meeting of the International Society for the Study of Behavioral Development (Quebec City, Quebec, Canada, August 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Emergent Literacy; Family Influence; Foreign Countries; Grade 1; *Parent Participation; Predictor Variables; Primary Education; Reading Achievement; Reading Aloud to Others; Reading Research; *Reading Skills; Regression (Statistics); *Story Reading; *Writing Skills

A study examined whether storybook exposure and the amount of teaching in reading and writing skills provided by parents would enhance the language skills and emergent literacy of 47 first-grade children. Hierarchical regression analyses that controlled for parents' print exposure, and children's age and analytical intelligence showed that at the beginning of grade 1, storybook exposure explained significant unique variance in children's language skills but not in their emergent literacy, whereas parent teaching explained significant unique variance in children's emergent literacy but not in their language skills. Findings suggest that storybook exposure may have a direct impact on children's language skills whereas additional support in the form of teaching is necessary to enhance emergent literacy. At the end of grade 1, children's language and emergent literacy performance accounted for 20% of the variance in word reading, but storybook exposure and parent teaching did not account for additional significant unique variance. Findings suggest that the long term influence of early home literacy experiences is mediated through children's language skills and emergent literacy. (Contains three tables of data and two figures which illustrate frameworks of relations between home literacy experiences and child outcomes. An appendix contains a list of the four child measures used.) (Author/RS)

Barrera, Rosalinda B., Ed.; Thompson, Verlinda D., Ed.; Dressman, Mark, Ed.

Kaleidoscope: A Multicultural Booklist for Grades K-8. Second Edition, Covering Books Published from 1993-95. NCTE Bibliography Series.

PUB DATE- 97
NOTE- 257p.; For the previous edition, see ED 375 424.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Adolescent Literature; Annotated Bibliographies; Anthologies; *Childrens Literature; Cultural Differences; Elementary Education; Ethnic Groups; *Fiction; Folk Culture; Foreign Countries; Junior High Schools; Middle Schools; Multicultural Education; *Nonfiction; Picture Books; Poetry
IDENTIFIERS- *Multicultural Literature; Multicultural Materials; *Trade Books

This second edition bibliography, like its predecessor, offers educators and other interested readers a guide to some of the most compelling multicultural literature for elementary and middle school students. It includes annotations of almost 600 nonfiction and fiction texts published from 1993 to 1995 that focus on people of color, particularly African Americans, Asian Americans, Latinos/Hispanic Americans, and Native Americans. Most annotations identify the particular country, nationality, or ethnic group of the characters and setting. Chapters group books by genre or theme rather than by cultural group, however, to emphasize both cultural diversities and similarities. Nonfiction is divided into "People and Places, "Ceremonies and Celebrations," "Understanding the Past: History," "Social and Environmental Issues," "Concepts and Other Useful Information," and "The Arts." Fiction entries are divided primarily by age level, with books for the very young, picture books, fiction for intermediate readers, and novels for older readers. Other categories include "Individuals To Know: Biography and Autobiography," "Poetry, Verse, and Song," "Folktales, Myths, and Legends: Old and New," and "Anthologies." Also included are a detailed subject index; a list of resources pertaining to multicultural literature; a list of award-winning works of poetry, fiction, drama, and nonfiction for young readers given from 1993 to 1997; a guide to ordering books; and indexes of authors, illustrators, and titles. (RS)

The book includes stories written by participants of life story writing programs. An appendix on developing supportive feedback is attached. A list of selected readings contains material on writing models, writing process, and autobiographical writing. (NKA)

ED 415 528 CS 509 651

Derryberry, Bob R.
Forensics as a Cooperative Agent: Building a Tradition within an Academic Community.
PUB DATE- 97
NOTE- 16p.; Paper presented at the Annual Meeting of the National Communication Association (83rd, Chicago, IL, November 19-23, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; Audience Response; Debate; *Educational Benefits; Higher Education; *Persuasive Discourse; *Public Speaking; Service Learning; *Student Participation; Teacher Responsibility; *Teacher Role; Teamwork
IDENTIFIERS- Debate Coaches; Debate Tournaments

As college and university administrators appraise speech and debate activity, their responses clearly affect the strength and survival of local programs. The director or coach of a debate team must help decision-makers see the educational, social, and personal relevance of forensics. Public presentations of debates that begin with a round of competition can expand to include audience debates, demonstration debates and/or the presentation of individual speaking and interpretation events for specific campus-community groups. Audience members from the student body, faculty, and administration not only learn about the nature of forensics, but they can also profit from hearing diverse approaches to topics of public interest and the presentation of works of literary value. Service experience involves debate team members presenting programs for banquets, debates for alumni groups, and speaking and performing for convocation, graduation, and homecoming events, as well as for local schools, churches, and civic organizations. Members may also serve as guest speakers or readers for courses in education, English composition, business, or sociology. State, regional, and national tournaments offer outlets for individual and team achievements that contribute to a program's reputation. The team's forensic journal, as a type of newsletter, bulletin board, and source of information about forensics, allows student team members to reach out to a wide range of supportive readers. An annual forensics banquet for team members and parents, administrators, alumni, and supportive community friends can also serve as an important unifying force of the program. (CR)

657-676.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Research/Technical (143)
DESCRIPTORS- Career Choice; Case Studies; Decision Making; *Freedom of Speech; High Schools; Higher Education; *Journalism Education; Journalism Research; *Newspapers
IDENTIFIERS- Advisers; Americans with Disabilities Act 1990; Arkansas Student Publications Act 1995; First Amendment; Illinois (Chicago); Louisiana (Southeast); *Scholastic Journalism

The Scholastic Journalism section of the Proceedings contains the following five papers: Implementation and Effects of the Arkansas Student Publications Act" (Bruce L. Plopper and William D. Downs, Jr.); "Choosing a Media Career: Factors Influencing the College Student's Decision-Making Process" (Carolyn H. Ringer and Julie E. Dodd); "'Captive Voices' and 'Death by Cheeseburger' on the Bayou: Assessing First Amendment Knowledge of Leading High School Journalism Students in Southern Louisiana" (Joseph A. Mirando); "Disability Legislation as Hands-On Reporting Experience: A Case Study" (Beth Haller); and "The Great Divide: High School Newspapers and Advisers in Chicago and the Metropolitan Area" (Linda Jones). Individual papers contain references. (RS)

DESCRIPTORS- *Communication Skills; Folk Culture; Grade 1; Instructional Effectiveness; Integrated Activities; *Listening Skills; Primary Education; Production Techniques; Program Development; Qualitative Research; *Speech Skills; Story Telling; Student Development
IDENTIFIERS- *Oral Communication Across the Curriculum

Children in a first grade classroom (n=17) participated in a program to develop listening and speaking skills in the elementary school classroom. The importance of listening and speaking to social, academic, and developmental needs is discussed. Various programs that produced increases in these skills were evaluated and integrated in a new program. The program attempted to provide for listening and speaking practice and development within the existing school curriculum by making it a part of every aspect of the school day. Integration included modeling, directed questioning, the production of a play, storytelling, social experiences, and literature. At the end of the term, students were active listeners who faced the teacher and were quiet and attentive when spoken to. They were able to answer questions without bringing in stories totally unrelated to the question. Students were able to put storytelling skills into writing folktales with details and a definite beginning, middle, and end. Children also began to show higher order thinking in comprehension activities. These skills also increased students' attention to directions in content areas, especially math. This qualitative research can be a model for future quantitative studies. (Contains 39 references; appendixes contain sample versions of folktales told by students and a checklist of student skills after a folktale unit.) (Author/RS)

Evaluative/Feasibility (142)

DESCRIPTORS- Adolescents; *Child Responsibility; Delinquency; Freedom; Hearings; High Schools; *Parent Child Relationship; *Parent Responsibility; Peer Groups; Social Values; Student Behavior; Truancy

IDENTIFIERS- *Adolescent Behavior; Body Piercing; California; *Physical Appearance; Tattoos

The LegiSchool Project, a collaboration between the California State University, Sacramento, and the California State Legislature, scheduled a town-hall meeting to discuss areas in which adults feel they must control the behavior of young people. Materials for educating meeting participants are contained in this report. Participants, which included students from Northern California high schools, focused on three areas: attendance (prohibitions against truancy), association (youth being out unsupervised at night), and appearance (body piercing and tattooing). The report is divided into these three areas of concerns. Each section features a variety of background materials (legislative initiatives, news articles, and critical questions), all of which were designed to inform participants of the many issues surrounding these concerns and to stimulate discussion. Some of the questions receiving the most attention address parents' responsibility for their children's truancy, the advantages and the risks in controlling children's free time, and the issues of privacy and choice when students are trying to express themselves through their appearance. (RJM)

*Health Care Costs; *Medical Services; *Public Support;
*Welfare Services
IDENTIFIERS- Medicaid; Medicare; National Medical Expenditure
Survey

This statistical abstract presents data on the sources of payment for medical care for people with disabilities in different age groups. All estimates come from the National Medical Expenditures Survey, a nationally representative survey of the civilian non-institutionalized population of the U.S. conducted in 1987. Six categories of payment sources are reported here: (1) out of pocket, including payments by the individual or a member of the family; (2) private health insurance; (3) Medicare (not shown for children aged 1-17); (4) Medicaid; (5) other public programs, military coverage, community mental health centers, coverage for dependents of active or retired military personnel, coverage for dependents or survivors of disabled veterans, and Supplemental Security Income; and (6) other sources, including workers' compensation, bad debt, services provided without charge, automobile or non-health insurance, and payments by school, union, company, charity, friend, or foreign government. Results found people with disabilities are much more likely to have public coverage to pay for their health care than those without disabilities. People with disabilities have 50 percent of their health care expenditures paid by public sources: 30 percent Medicare, 10 percent Medicaid, and 10 percent other public sources, for a total public expenditure of $79 billion in 1987. (CR) information on district decision making processes and determining levels of participation; (3) future district needs, including the need for information about the performance of students with disabilities on the tests separate from students in general education, more information about the tests, training and support from the state for both school personnel and parents, and other needs; and (4) district concerns, including general concerns about Basic Standards Tests, Basic Standards Test accommodations for written composition, resources for accommodations, focus on remedial efforts to pass the tests at the expense of other types of learning experiences, use of data, equity issues, and other concerns. (CR)

Required Courses; State Programs; *Student Evaluation; Student Participation; Test Use
IDENTIFIERS- Minnesota; *Testing Accommodations (Disabilities)

This report discusses the findings of a survey of the 50 states that investigated how state graduation requirements apply to students with limited English proficiency (LEP) and whether students with LEP receive a standard diploma upon completion of their studies or some type of modified exit document. Results found a minimum graduation requirement for 44 states was the successful completion of Carnegie course units. In addition to course unit requirements, 19 states require their students to participate in and pass an exit exam. Students with LEP, in general, must meet the same requirements as other students in general education to receive a high school diploma. They are required to meet the same course unit requirements and, if applicable, generally are required to take the same exit exam and pass with the same cut-off score. Only Minnesota provides students with LEP the option of taking a version of the exit exam that has been translated into his or her native language and having a notation on the transcript that indicates the translation. A summary of each state's high school graduation requirements, including diploma options and issues pertaining to students with LEP, is provided in the appendix. (Contains 18 references.) (CR)

Wheeler, Arthur E.
The Maintenance of Heating, Ventilating and Air-Conditioning Systems and Indoor Air Quality in Schools: A Guide for School Facility Managers. Technical Bulletin.
SPONS. AGENCY- Environmental Protection Agency, Washington, DC. Office of Radiation and Indoor Air.
PUB DATE- 95
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Research/Technical (143)
DESCRIPTORS- Air Conditioning; *Air Conditioning Equipment; Air Flow; *Climate Control; Elementary Secondary Education; Energy Conservation; Energy Management; *Equipment Maintenance; Evaluation Criteria; Heating; *School Buildings; Thermal Environment; *Ventilation
IDENTIFIERS- Facility Management; Heaters; *Indoor Air Quality

To help maintain good indoor air quality (IAQ) in schools, guidance for the development and implementation of an effective program for maintenance and operation of heating, ventilating, and air-conditioning (HVAC) systems are discussed. Frequently, a building's occupants will complain about IAQ when the temperature or humidity are at uncomfortable levels. Such extremes in humidity or temperature can lead to respiratory distress and other problems. To manage IAQ, facilities managers must take the lead and ensure that an effective plan is in place for dealing with HVAC maintenance and other matters. Such plans usually begin with an IAQ profile, which includes an audit of the HVAC and related systems. Documentation is an important component of the plan, as is ensuring that all personnel are properly trained. HVAC commissioning, in which performance and design are verified using computerized controls to monitor the HVAC system, are other vital aspects of an HVAC plan. When such plans are not in place, or even when plans fail, some of the consequences for IAQ include inadequate ventilation, malfunctioning controls, excessive humidity, odors, and irritating vapors. (Contains 4 figures and 18 sources for further information.) (RJM)

*Interdisciplinary Approach; Mathematics Instruction; Natural Sciences; Science Instruction; Scientific Methodology; *Secondary School Curriculum; Student Evaluation of Teacher Performance; *Teacher Developed Materials; Teacher Education; *Technology
IDENTIFIERS- *Manitoba; University of Manitoba (Canada)

This report details a program for development of curricula and instructional materials integrating technology into elementary and early secondary education, using an interdisciplinary approach. The work was undertaken in the teacher education program at the University of Manitoba, where teacher trainees created pilot instructional units. The report specifies general objectives in the curriculum areas of natural sciences, mathematics, French, and technology, and principles of the scientific method to be taught (analysis of technological problems and construction and evaluation of prototypes), with illustrations from student work. Substantial appended materials include descriptions of three sample science projects and descriptions of thirteen student teacher-developed projects at various instructional levels. (Contains 10 references.) (MSE)

*Questioning Techniques; *Research Methodology; Sampling; Second Language Instruction; Second Languages; Social Behavior; Sociocultural Patterns; Teacher Attitudes
IDENTIFIERS- Americans (United States); *Japan; Japanese People

A discussion of in-depth interviewing as a method for research on language teaching and learning situates the technique within the continuum of research methodology and differentiates it from quantitative research methods. The strengths and weaknesses of in-depth interviewing are examined, methods of sampling are discussed, and advice on the administration of interviews is provided. Examples are offered from a study of the positive and negative experiences of North American native English speakers and native Japanese speakers who teach English at Japanese universities in relation to key communication styles: Americans' assertiveness, explicitness, and independence, and Japanese indirectness, "nemawashi" (groundwork), and "tatemae" (stated position). It is concluded that the compelling strengths of inductive, intensive, individual, and insightful interviews will propel them to greater popularity and a lighter status in education and other social science fields in the 21st century. (Contains 12 references.) (MSE)

ED 415 703 FL 025 011

Griffee, Dale T.
Teachers and Research: An Annotated Bibliography.
PUB DATE- 97
NOTE- 11p.; In: Classroom Teachers and Classroom Research; see FL 024 999.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Book Reviews; *Classroom Research; Classroom Techniques; English (Second Language); Foreign Countries; Higher Education; *Information Sources; *Research Methodology; Second Language Instruction; Second Languages; Statistical Analysis; *Teacher Researchers; Teacher Role; *Writing for Publication

The annotated bibliography consists of reviews, of three to seven paragraphs each, of nine books focusing on classroom research and the teacher's role in conducting and publishing it. Eight of the books relate specifically to research on English-as-a-Second-Language teaching and learning. Each review provides basic bibliographic information, followed by four kinds of information about the text: the primary audience and purpose; its organization; features that are unusual or might be overlooked; and a brief summary. (MSE) the Classroom: An HMI Perspective" (Terry Melia); (5) "Quality Audit in the Universities" (Carole Webb); (6) "Quality and its Measurement: A Business Perspective" (Jim Finch); (7) "Royal Mail: Developing a Total Quality Organization" (Ian Raisbeck); (8) "Quality in Higher Education: An International Perspective" (Malcolm Frazer); and (9) "Looking Ahead" (Diana Green). (Chapters contain endnotes.) (JLS)

ED 415 724 HE 030 743

Pratt, John
The Polytechnic Experiment: 1965-1992.
SPONS. AGENCY- Committee of Directors of Polytechnics (England); Leverhulme Trust, London (England).
PUB DATE- 97
NOTE- 370p.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Books (010),Historical Materials (060),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administration; Adult Students; College Faculty; College Students; Cooperative Education; Diversity (Student); Educational Finance; *Educational History; Educational Legislation; Educational Needs; Educational Policy; Elitism; Financial Support; Foreign Countries; Governance; Government Role; Government School Relationship; Graduate Study; Higher Education; Nontraditional Education; Statistical Data; Student Characteristics; Technical Education; *Technical Institutes; Technology Education; Undergraduate Study
IDENTIFIERS- Council for National Academic Awards (England); *England; Further and Higher Educ Act 1992 (Great Britain); *Polytechnics; Wales

This history of the "polytechnic experiment" covers the period from the establishment of a binary British higher education policy in the mid-1960s to the passage in 1992 of the Further and Higher Education Act, which abolished the binary policy and the polytechnic sector, thus enabling the polytechnics in England and Wales to acquire the title of university and award their own degrees. During this period over 50 existing technical and other colleges were combined into 30 institutions in a nonuniversity, "public" sector in order to address the increasing need for vocational, professional, and industrial-based courses that could not be met by the universities. The polytechnics, which had more than 150,000 students by 1973, were unlike the universities; they had more undergraduate than graduate students, more part-time students, and more "sandwich" students (who alternate between jobs and courses). Chapters discuss the genesis of the polytechnic policy, present charts and data tables on student demographics, discuss the range of courses, styles of teaching, degrees awarded, faculty characteristics, funding, governance and management, and evaluates and successes and failures of the polytechnic concept. (Contains approximately 600 references.) (BF) computer technology to inform students on how their credits will be accepted at any public college in the state; establishing statewide transfer committees to evaluate and develop policies; and using transfer coordinators to advise students on transfer possibilities. (DB)

ED 415 743 HE 030 887

Osterlind, Steven J.
A National Review of Scholastic Achievement in General Education. How Are We Doing and Why Should We Care? ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 4p.; For the full report, see HE 030 888.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Academic Achievement; Achievement Tests; Asian Americans; Black Students; College Students; Criterion Referenced Tests; English; Ethnic Groups; *General Education; Higher Education; Hispanic Americans; Mathematics; Racial Differences; Sciences; Sex Differences; Social Studies; White Students
IDENTIFIERS- *College Basic Academic Subjects Examination; ERIC Digests

This digest summarizes what is known about scholastic achievement in general education at the college level, and is based on a study using the College Basic Academic Subjects Examination (College BASE), a criterion-referenced achievement test of general education skills and competencies. College BASE assesses achievement in four subject areas: English, mathematics, science, and social studies and has been used by 56 colleges and universities; scores are available for 74,535 students tested between 1988 and 1993. The measure also collects data on four subpopulation categorical variables: sex, ethnic heritage, class standing, and age. Findings indicate that the sexes differ in achievement, with females outperforming males in English and males outperforming females in mathematics, science, and social studies. Differences within ethnic groups include an enormous disparity between Asian achievement in mathematics and in the three other subjects, especially English. Within the Hispanic population, social studies scores are significantly stronger than scores in other areas. Differences among racial groups are most pronounced. In mathematics, Asian students outperformed all other students, whereas Caucasians' achievement was greater than all other groups in English, science, and social studies. Blacks/African Americans lagged far behind the achievement of all other ethnic groups in every area assessed. (DB)

(Contains 138 references.) (SW)

ED 415 762 HE 030 907

Hearing on H.R. 6, The Higher Education Amendments of 1998. Hearing before the Committee on Education and the Workforce. House of Representatives, One Hundred Fifth Congress, First Session (York, PA, January 28, 1997).
PUB DATE- 97
NOTE- 198p.; Serial No. 105-2. Contains light, broken print that may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Access to Education; Accountability; Community Colleges; *Compliance (Legal); Eligibility; *Federal Aid; Federal Legislation; Federal Regulation; *Financial Aid Applicants; Government School Relationship; Hearings; Higher Education; *Need Analysis (Student Financial Aid); Parent Financial Contribution; Private Colleges; State Universities; Student Costs; *Student Financial Aid
IDENTIFIERS- College Work Study Program; Congress 105th; Educational Opportunities Programs; Higher Education Act Title IV; Pell Grant Program; Pennsylvania; Perkins Loan Program; Proposed Legislation

These hearings were concerned with the authorization of the Higher Education Act 1998 amendments. The hearing focused on affordability of postsecondary education, simplifying the student financial aid system, and academic quality for students. The document reports testimony of representatives of professional associations and Pennsylvania postsecondary institutions. Some of the views expressed included: the need to simplify the application process and eligibility for Title IV student financial aid programs; the need to continue equal access to Title IV funds for private career schools; the Pell Grant Program as the primary source of financial assistance for community college students; the confusion and wasted time caused by frequent regulatory changes and excessive communications to colleges by the Department of Education; the desirability of reviewing the current needs analysis system to determine whether all relevant data are being used to calculate the expected family contribution; campus-based aid programs (College Work-Study, Perkins Loans, and Student Educational Opportunity Grants) that are crucial for students who wish to attend independent colleges; and the various performance outcome measures that should be used in addition to loan default rates to ensure the educational quality and accountability of colleges. (SW)

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; Behavior Problems; *Cheating; Class Rank; College Students; Grade Point Average; Higher Education; *Majors (Students); *Plagiarism; Public Colleges; Self Evaluation (Individuals); *Sex Differences; State Universities; Student Behavior; Student Evaluation; Student Problems; *Undergraduate Students
IDENTIFIERS- *Academic Misconduct

This study examined the relationship between demographic variables and academic misconduct (cheating) among undergraduate students at a mid-sized, four-year public university. A total of 422 students from 22 classes completed a 27-item self-report measure assessing their involvement in 17 types of academic misconduct. In addition, the measure requested demographic information, such as class standing, age, gender, GPA, and academic college major. Of the students sampled, 91.7 percent reported engaging in at least one type of academic misconduct behavior during the surveyed school year. Thirty-six students reported they had never cheated; 33 reported engaging in only one behavior just one time. Results of chi-square analysis revealed that being male and/or younger than 24 years of age were characteristics associated with greater involvement in academic misconduct. The greatest amount of collaboration was reported by business students, while the least amount was reported by students in the performing and visual arts. Conversely, performing and visual arts majors reported the highest incidence of making up excuses to avoid handing in a term paper or taking a test on time. Five tables showing item-by-item analyses of survey responses are appended. (Contains 24 references.) (WD)

Association for the Study of Higher Education (22nd, Albuquerque, NM, November 6-9, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; *Collegiality; Cooperation; *Faculty Publishing; Higher Education; Interpersonal Communication; Interpersonal Relationship; Interprofessional Relationship; Marriage; *Productivity; Publications; *Research; Tenured Faculty; Writing for Publication
IDENTIFIERS- *ASHE Annual Meeting

Individual interviews with 27 tenured faculty members who had coauthored one or more scholarly publications with a spouse or partner were conducted to identify patterns of collaboration associated with knowledge production and publication productivity. The study identified three patterns of collaboration: (1) short term usually a one-time effort for a single project where the partners' research areas temporarily intersected; (2) intermittent collaboration was more than once, but there were gaps of at least five years between collaborations; and (3) long term collaboration was sustained and consistent over 10 or more years. When asked how a partner contributed to research productivity, nearly all respondents indicated the advantage afforded by ease of access to informal feedback about work in progress. Participants who identified their collaborative partnerships as long term were most likely to view these relationships as impacting upon the quality and/or quantity of their publications. The institutional reward structure was often identified as a mitigating factor in suppressing the impact on collaborative productivity. Findings suggest that physical proximity of the collaborating partners results in reinforcement--provided by the access to on-going, informal feedback. (Contains 20 references.) (DB)

ED 415 801 HE 030 952

Morphew, Christopher C.
Understanding the Acquisition of New Degree Programs. ASHE Annual Meeting Paper.
PUB DATE- 97
NOTE- 19p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (22nd, Albuquerque, NM, November 6-9, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change Agents; *College Curriculum; *College Faculty; *Curriculum Development; Degrees (Academic); Higher Education; Institutional Research; Motivation; Organizational Development; Program Development; Teacher Attitudes; Theories; Universities
IDENTIFIERS- *ASHE Annual Meeting; Resource Dependency Theory

This study examined: first, the impetuses college faculty respond to as they propose new degree programs; and, second, whether these impetuses can be correlated with the components of either resource dependence or institutional theory. It also examined implications of "vertical extension" (whereby institutions extend their academic programs upwardly) and "academic drift" (the tendency of institutions to copy the role and mission of prestige institutions) as related to new degree programs. Institutional theory suggests that three type of isomorphic forces influence organizations: mimetic forces, normative forces, and coercive forces. Resource dependence theory proposes that the key to an organization's success is its ability to acquire and maintain resources within an interdependent model of causes or agents. Interviews were conducted with the 39 faculty at 13 research or comprehensive universities who had been active in the proposal and implementation of new degree programs. Faculty cited three major impetuses for adding new degree programs: (1) intra-university competition for stature; (2) competition for new faculty members; and (3) community need and student demand. Results support both resource-dependence theory and institutional theory. (Contains 29 references.) (DB)

ED 415 802 HE 030 953

Knudson, Linda S.
Team Leadership in Three Midwestern Community Colleges: The President's Cognitive Frame of Reference and Its Relationship to Real Versus Illusory Teams. ASHE Annual Meeting Paper.
PUB DATE- 97
NOTE- 24p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (22nd, Albuquerque, NM, November 6-9, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Administration; *College Presidents; Community Colleges; Cooperation; Higher Education; *Leadership; Models; *Teamwork; Theories; Two Year Colleges
IDENTIFIERS- *ASHE Annual Meeting

This qualitative study examined how presidents at three medium-sized community colleges build and influence the functioning of

ED 415 818 HE 030 969

Perna, Laura Walter
The Contribution of Financial Aid to Undergraduate Persistence. ASHE Annual Meeting Paper.
PUB DATE- 97
NOTE- 40p.; Paper presented at Annual Meeting of the Association for the Study of Higher Education (22nd, Albuquerque, NM, November 6-9, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Persistence; Bachelors Degrees; *Financial Needs; Grants; Higher Education; Longitudinal Studies; Outcomes of Education; *Paying for College; *Predictor Variables; Statistical Analysis; *Student Financial Aid; Student Loan Programs; *Undergraduate Students; Work Study Programs
IDENTIFIERS- *ASHE Annual Meeting; Beginning Postsecondary Students Long Study

The effects of financial aid on persistence to Bachelor's degree were studied using data from the national longitudinal Beginning Postsecondary Student Survey for 1989-90 freshmen. The subsample of 3,188 students were enrolled full-time in four-year institutions; persistence was defined as attainment of the Bachelor's degree from the institution in which the student initially enrolled within 5 years. Descriptive statistics and path analysis were employed to examine the influence of different amounts, types (loans, grants, and/or work study), and combinations of financial aid. Findings suggest that receiving financial aid is not directly related to completing a Bachelor's degree within 5 years. However, the effectiveness of financial aid may depend upon the type and package of aid received; work study and grant-only aid packages both seemed to have positive direct effects upon persistence. The results also suggest that the effects of financial aid are primarily exerted indirectly through college grades. Analyses also suggest a negative effect: students who receive loans are less likely to complete their degrees within 5 years than their counterparts who do not receive financial aid. Findings also show that while the number of hours worked is unrelated to degree completion, work study aid increases degree completion rates. (Contains 53 references.) (SW)

ED 415 819 HE 030 970

Lambert, Jane L.
Feminist Assessment: What Does Feminist Theory Contribute to the Assessment Conversation? ASHE Annual Meeting Paper.
PUB DATE- 97
NOTE- 20p.; Paper presented at Annual Meeting of the Association for the Study of Higher Education (22nd, Albuquerque, NM, November 6-9, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Activism; College Environment; *College Outcomes Assessment; Educational Practices; *Evaluation Criteria; *Feminism; Higher Education; Interpersonal Relationship; Political Influences; School Culture; Self Evaluation

ED 415 836 IR 018 686

Chan, Marsha
No Talking, Please, Just Chatting: Collaborative Writing with Computers.
PUB DATE- 97
NOTE- 8p.; Paper contributed to the Teaching in the Community Colleges Online Conference, "Innovative Instructional Practices" (1st, Kapiolani Community College, April 2-4, 1996).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Mediated Communication; Computer Software; *Cooperative Learning; *English (Second Language); Higher Education; Information Networks; Microcomputers; Online Systems; *Second Language Instruction; Student Writing Models; Teaching Methods; Writing (Composition); *Writing Instruction
IDENTIFIERS- *Collaborative Writing

This paper describes the use of collaborative writing software and simultaneous electronic chats in an English as a Second Language (ESL) class. Most ESL students have little experience using word processing software, and most have no keyboarding experience. Using electronic chat sessions assists ESL students with sentence construction, vocabulary building, reading comprehension, and thinking skills. Visual evidence of participation gives students a means of measurable accountability and motivates many to participate more in this medium than in a traditional class setting. Transcripts of the chat sessions are used by the students for reference material for developing composition ideas, and by the instructor for evaluating the performance of individuals and groups in terms of topic, fluency, accuracy, and logic. As in traditional classroom instruction, planning and preparation are essential for effective learning. With proper execution (technical, instructional, and topical), electronic chats can increase student participation, facilitate discussion of class readings, and enhance critical thinking. Electronic collaboration encourages discussion of ideas from different perspectives and builds teamwork. As it focuses on the process of writing, students learn to put their ideas in written words, express their ideas more clearly, and become more excited about learning. Sample transcripts of two chat sessions are appended. (SWC)

ED 415 837 IR 018 688

Jones, Beau Fly; Valdez, Gilbert; Nowakowski, Jeri; Rasmussen, Claudette
Plugging In: Choosing and Using Educational Technology.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 95
NOTE- 64p.; Based on a report entitled "Designing Learning and Technology for Educational Reform."
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Computer Uses in Education; Educational Administration; Educational Assessment; *Educational Planning; *Educational Policy; Educational Strategies; *Educational

ED 415 854 IR 018 725

Everything You Always Wanted To Know about E-Rate (But Were Afraid To Ask).
PUB DATE- 97
NOTE- 35p.; This document is a copyrighted publication of 3Com Corporation, but may be copied in whole or in part by schools and other educational or government institutions as long as the logo of 3Com Corporation is not altered or deleted. Accompanying 3Com E-Rate Reference Disk that requires a 386 PC or higher not available from EDRS.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Access to Information; *Educational Technology; Elementary Schools; Elementary Secondary Education; *Federal Programs; *Grants; Internet; Library Funding; Public Libraries; Secondary Schools; *Telecommunications
IDENTIFIERS- Access to Computers; *Technology Integration; *Telecommunications Act 1996

The Universal Service Fund, or E-rate, is a landmark funding measure that will change forever the role of technology in K-12 education. The fund allows eligible schools and libraries to purchase networking equipment, telecommunication services, internal connections, and Internet access at substantial discounts. Accompanied by the 3Com E-rate Reference Disk and Internet references, this workbook is designed to be a complete resource, with all the information and references educators and administrators need to apply for funding through the federal $2.25 billion Universal Service Fund. The workbook contains the following sections: (1) E-rate Background; (2) Steps To Apply for E-rate Funding; (3) Completing E-rate Applications; (4) School Connectivity Options; and (5) Electronic Resources. The accompanying computer disk contains application and instruction forms, example of a good technology plan, guide to creating a technology plan and conducting a technology inventory, database to determine if a school is urban or rural for purposes of calculating the E-rate discount, database of state departments of education, and the Schools and Libraries Corporation's summary of the Universal Service Fund and procedures for obtaining support. (SWC)

ED 415 855 IR 056 822

Thieling, Kaileen R.; Hudspeth, Jean
Fantasy Quest: Summer Library Program 1997.
PUB DATE- 97
NOTE- 196p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Childrens Libraries; Elementary Education; Learning Activities; Library Development; Library Planning; *Library Services; Preschool Education; Program Development; Program Implementation; Publicity; *Summer Programs
IDENTIFIERS- Mississippi

This document presents the 1997 Mississippi summer library

ED 415 873 IR 056 843

MacCabe, Bruce
Meriden Public Library, Final Performance Report for Library Services and Construction Act (LSCA) Title VI, Library Literacy Program.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC. Office of Library Programs.
PUB DATE- 94
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Learning; *Adult Literacy; Adult Students; Educational Cooperation; *Educationally Disadvantaged; English (Second Language); Federal Programs; Functional Literacy; Grants; *Literacy Education; Public Libraries; *Tutoring; Volunteer Training
IDENTIFIERS- *Connecticut (Meriden); Library Services and Construction Act

The Literacy Learning Center Project, a project of the Meriden Public Library (Connecticut), targeted the educationally underserved and functionally illiterate, and involved recruitment, retention, space renovation, coalition building, public awareness, training, basic literacy, collection development, tutoring, computer assisted services, and English as a Second Language (ESL) programs. The project served a community size of 50,000 to 100,000. Tutoring was done one-on-one and in small groups, using the LVA method. Students took pre- and post-tests, and were interviewed to identify personal goals. The project raised community awareness of literacy issues and of the literacy center through public service announcements, promotional posters, and a speakers bureau that talked to social service agencies and service clubs. The project recruited 137 new students and 103 new tutors. A literacy center, the "Reading Zone," was created in the Meriden Public Library. Tutor training workshops were conducted with trainers from Literacy Volunteers of South Central Connecticut. In-service training sessions were held to up-grade tutor skills and to teach them to use the computer as a teaching tool. Includes the tutor training workshop schedule, in-service program schedule, sample of tutoring materials purchased, list of agency collaborators, and student profile form. (SWC)

ED 415 874 IR 056 844

Stark, Dixie
Bitterroot Public Library, Final Performance Report for Library Services and Construction Act (LSCA) Title VI, Library Literacy Program.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC. Office of Library Programs.
PUB DATE- 93
NOTE- 69p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Learning; *Adult Literacy; Adult Students; Family Programs; Federal Programs; Grants; Learning Disabilities; *Literacy Education; *Prisoners; Public Libraries; *Tutoring; *Volunteer Training

ED 415 891 IR 056 862

Welch, Dorothy
Ocmulgee Regional Library, Final Performance Report for Library Services and Construction Act (LSCA) Title VI, Library Literacy Program.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC. Office of Library Programs.
PUB DATE- 93
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Expenditures; Family Literacy; Library Facilities; Library Materials; *Library Services; *Literacy Education; Public Libraries; Resource Materials; Tutoring; Tutors; Volunteer Training; Volunteers; Workshops
IDENTIFIERS- Tutor Training

This final performance report for the Ocmulgee Regional Library literacy project begins with a section that provides quantitative data. Actual accomplishments are then compared to the following project goals and related objectives for fiscal year 1992: (1) promote the use of voluntary services of individuals, agencies, and organizations in providing literacy programs; (2) acquire library materials for literacy programs; (3) use library facilities for literacy programs; and (4) conduct literacy programs for adults, including a family literacy life skills program. Proposed and actual expenditures are compared, and information is provided on the amounts and types of materials procured, libraries and other facilities supporting the literacy program, tutor training workshops, workshops/conferences attended by the project director, impact of the project on the ongoing literacy program, participating agencies and organizations, and outstanding project events. Attachments included sample newsletters, a newspaper clipping, volunteer survey, and literacy brochure. (MES)

ED 415 892 IR 056 863

Miller, Rosanne
Orange Public Library, Final Performance Report for Library Services and Construction Act (LSCA) Title VI, Library Literacy Program.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC. Office of Library Programs.
PUB DATE- 93
NOTE- 209p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Adult Learning; *Adult Literacy; Educational Cooperation; English (Second Language); Family Literacy; Federal Programs; Grants; Intergenerational Programs; Learning Disabilities; Library Collection Development; Library Role; *Library Services; *Literacy Education; Needs Assessment; Public Libraries; Publicity; Student Recruitment; Tutoring; Tutors; User Needs (Information); Volunteer Training; Volunteers; Workplace Literacy
IDENTIFIERS- California (Orange County); Library Services and

ED 415 909 IR 056 880

Andronik, Catherine M., Ed.
School Library Management. Fourth Edition. Professional Growth Series.
PUB DATE- 98
NOTE- 280p.; "Compiled by the editors of 'The Book Report,' 'Library Talk,' and 'Technology Connection' with the assistance of Catherine Andronik."
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Authors; Elementary Secondary Education; Information Technology; Inservice Education; *Learning Resources Centers; Librarians; *Library Administration; Library Automation; Library Collection Development; Library Facilities; Library Personnel; Library Planning; Library Services; Media Specialists; Personnel Evaluation; *School Libraries

This compilation of 116 articles by practicing library media specialists covers a variety of topics related to the operation and management of school media centers. The articles are arranged in eight broad areas: (1) organization and management (14 articles); (2) planning (9 articles); (3) personnel and evaluation (21 articles); (4) budget (12 articles); (5) facilities (17 articles); (6) collection development (22 articles); (7) circulation and inventory (8 articles); and (8) teaching inservice workshops and organizing author visits (13 articles). Articles about technological applications are included in the chapters to which they pertain. Most chapters conclude with a brief collection of relevant tips from library media specialists. (Contains a 56-title bibliography.) (MES)

ED 415 910 IR 056 881

Geer, Beverley, Ed.; Caraway, Beatrice L., Ed.
Notes for Serials Cataloging. Second Edition.
PUB DATE- 98
NOTE- 168p.; Foreword by Regina Romano Reynolds, Head of the National Serials Data Program, Library of Congress.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Bibliographic Records; *Cataloging; *Information Processing; Information Storage; Library Catalogs; *Library Technical Processes; Machine Readable Cataloging; *Serials
IDENTIFIERS- CONSER; *MARC; OCLC; Titles

Notes are indispensable to serials cataloging. Researchers, reference librarians, and catalogers regularly use notes on catalog records and, as the audience for these notes has expanded from the local library community to the global Internet community, the need for notes to be cogent, clear, and useful is greater than ever. This book is a selective compilation of actual notes, to be used as examples in constructing notes in serial bibliographic records. The notes were taken from the OCLC (Online Computer Library Center) online union catalog and from the "CONSER Editing Guide," 1994 edition. Examples are both of a generic variety (those that can be applied to many serials) and of a more complex variety that deal with unusual situations. The book is designed to help experienced and novice serial catalogers describe the complex

ED 415 928 JC 980 089

Tillberg, Rebecca; Crespo, Sarah P.; Lagrimas, Joseph
Los Angeles Community Colleges Student Characteristics, Fall 1997.
PUB DATE- 98
NOTE- 215p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Age Differences; Citizenship; *Community Colleges; Enrollment; *Enrollment Trends; Ethnicity; Institutional Characteristics; Minority Groups; Reports; *School Demography; Sex Differences; *Student Characteristics; Student Educational Objectives; Tables (Data); Two Year College Students; Two Year Colleges
IDENTIFIERS- *Los Angeles Community College District CA

This report documents Los Angeles Community Colleges' student characteristics. It begins with a glossary providing specific definitions for the student characteristic criteria. Descriptive summaries and tables of student characteristic data are provided for the Los Angeles Community College District, Los Angeles City College, East Los Angeles College, Los Angeles Harbor College, Los Angeles Mission College, Los Angeles Pierce College, Los Angeles Southwest College, Los Angeles Trade-Technical College, Los Angeles Valley College, West Los Angeles College, and the Instructional Television Program. Data tables for each school include information on age by gender and age by ethnicity, ethnicity by gender and ethnicity by entering status, unit load by age and unit load by residence, goal by age and goal by ethnicity, goal by day/evening enrollment and goal by educational attainment, and language by ethnicity and language by residence. Highlights for the Los Angeles Community College district include the following: (1) 102,818 students enrolled in credit classes during census week in the fall of 1997; (2) full-time students, enrolling in 12 course units or more, comprised 28% of the student population; (3) 55% of Hispanics and 50% of Asians were "traditional" college age, while whites and blacks tended to be older; and (4) 36% of students indicated an intention to transfer. (YKH)

ED 415 929 JC 980 090

Gallick, Susan
Technology in Higher Education: Opportunities and Threats.
PUB DATE- 98
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accreditation (Institutions); Computer Managed Instruction; *Computer Uses in Education; Cost Effectiveness; *Distance Education; *Educational Technology; Educational Trends; Federal Legislation; Financial Support; *Higher Education; Information Technology; Intellectual Property; Internet; Partnerships in Education; State Colleges; State Legislation; Student Role; Teacher Role; Teacher Student Relationship; *Technological Advancement; *Telecourses
IDENTIFIERS- *California State University; *Online Courses; Virtual Classrooms

The California Educational Technology Initiative (CETI) for California State Universities proposes a ten-year, four-billion-dollar revenue partnership with a private consortium to finance

ED 415 948 PS 025 291

Wenz-Gross, Melodie; Siperstein, Gary N.; Parker, Robin
Stress, Social Support, and Adjustment during the Transition to Middle School.
PUB DATE- 97
NOTE- 17p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (62nd, Washington, DC, April 3-6, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Depression (Psychology); Emotional Adjustment; Family Relationship; Intermediate Grades; *Middle Schools; Predictor Variables; Self Concept; *Social Influences; *Stress Management; *Student Adjustment; Teacher Student Relationship
IDENTIFIERS- *Middle School Students

This study examined the role that stress in school and the family plays in early adolescents' adjustment during the transition from elementary to middle school. A total of 773 students (388 boys and 385 girls) from suburban communities in the northeastern United States were assessed at 3 time points: spring of Grade 5, fall of Grade 6, and spring of Grade 6. The students completed a school stress survey, daily hassles questionnaire, perceived social support scale, self-perception profile, depression inventory, and linking school scale. The results indicated that school stress at the beginning of the school year was an important predictor of the adjustment to the transition to middle school, over and above the affects of prior adjustment. Social support from family and teachers at the beginning of the school year was found to have both direct and indirect buffering effects. In addition, students who had more stress and experienced more depression in Grade 5 were likely to find the move into middle school more stressful than those students who experienced less stress and depression. (Contains 11 references.) (MDM)

ED 415 949 PS 025 336

Miller, Pamela B.
Community Violence and Young Children: A Survey of Massachusetts 6th Graders.
PUB DATE- 97
NOTE- 9p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (62nd, Washington, DC, April 3-6, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Anger; *Anxiety; Depression (Psychology); Grade 6; Intermediate Grades; *Preadolescents; Racial Differences; Sex Differences; Socioeconomic Influences; *Stress Management; Urban Youth; *Violence
IDENTIFIERS- Massachusetts

This study examined the effects of exposure to violence on young children. A random sample of 236 Massachusetts 6th graders living in urban communities completed a quantitative survey on violence and its effects, including the Trauma Symptom Checklist for Children-A (Briere, 1996). It was found that almost 60 percent of the children reported that they had been the victims of a violent event, and that over half had actually

ED 415 966 PS 026 133

Elias, Maurice J.
Reinterpreting Dissemination of Prevention Programs as Widespread Implementation with Effectiveness and Fidelity.
PUB DATE- 97
NOTE- 39p.; In: Establishing Preventive Services. Healthy Children 2010. Issues in Children's and Families' Lives, Vol. 9; see PS 026 123.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Health; Children; *Delivery Systems; Elementary Secondary Education; Health Education; *Health Programs; Health Promotion; Health Services; Physical Health; *Prevention; *Program Implementation; School Health Services
IDENTIFIERS- *Healthy Children 2010; Healthy People 2000; Preventive Education; *Service Delivery Assessment; Service Quality

This article urges a reexamination of the concept of dissemination of health-related prevention programs. The article discusses factors that serve as sustaining conditions for dissemination of prevention programs including: (1) the nature of preventive intervention and parameters of effective community-based prevention praxis; (2) aspects of the infrastructure needed for widespread implementation of an innovation; and (3) developmental factors among program developers and implementors. The article then examines the necessity of carrying out action research in a spirit of continuous improvement and of elaborating on what most models refer to as the dissemination or diffusion stage. Guidelines are provided for maximizing the likelihood that prevention efforts initiated outside one's setting will be implemented with long-term goal attainment. A five-step task analysis for widespread prevention program implementation is detailed: (1) project definition; (2) marketing; (3) installation; (4) follow-up; and (5) project network building. The Social Decision Making and Problem Solving Project, a school-based prevention initiative, is used as a source of case examples. Three recommendations are offered: (1) preparation of administrators to be action researchers; (2) changes in higher education, teacher and administrator training and supervision, and in the preparation of pupil services staff; and (3) realignment of schools to become centers for parenting support and education. Contains approximately 70 references. (SD)

ED 415 967 PS 026 136

Wisconsin's Framework for Comprehensive School Health Programs: An Integrated Approach. Bulletin No. 97299.
PUB DATE- 97
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *At Risk Persons; *Child Health; *Comprehensive School Health Education; Curriculum Development; *Early Intervention; Educational Environment; Elementary Secondary Education; Family School Relationship; Health Programs; *Health Promotion; High Risk Students; Instructional Improvement; Integrated Services; School Community Relationship; School

ED 415 986 PS 026 170

Moats, Debbie

Responding to Cuts in Funding for Social Services.

PUB DATE- 97

NOTE- 68p.; Master's Practicum Report, Nova Southeastern University.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Dissertations/Theses - Practicum Papers (043),Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Budgeting; Community Support; Database Design; *Databases; Family Programs; Financial Support; Human Services; *Management Information Systems; Program Effectiveness; Program Evaluation; Retrenchment; *Social Services

IDENTIFIERS- *Family Support

Many family support programs find it difficult to provide evidence of program efficacy to community groups, agencies, and funding sources. This practicum study involved the development and implementation of a management information system (MIS) to meet the needs and goals of a family support program, including the need for program evaluation. The implementation of the MIS consisted of three steps. First a meeting with the staff was held to design the MIS in a way that would meet the needs of the program, program funders, and potential community funders. Second, the database was designed to track the development and growth of the client while meeting program goals, and included client data, services provided, and ongoing assessments. Third, staff training was established for data input into the MIS. Evaluation findings indicated that the objectives for the practicum were successfully met, and the MIS is currently in use. The social service agency sponsoring the family support program found the database to be effective in documenting statistics for funding purposes as well as for other agency needs. The MIS provided the family support program a tool for ongoing evaluation while saving time and money. (Eight appendices include budget funding graphs, staff training evaluation survey, and monitoring checklist. Contains 31 references.) (Author)

ED 415 987 PS 026 171

West, Martha M.

Kindergarten Language: Rules, Roles, and Themes in the Home Center.

PUB DATE- 96

NOTE- 23p.; Paper presented at the Georgia Council of Teachers of English Summer Conference (GA, July 11-12, 1996).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Child Language; Kindergarten; *Kindergarten Children; Language Acquisition; *Language Skills; Language Usage; Learning Centers (Classroom); *Pretend Play; Primary Education; Role Playing

IDENTIFIERS- Play Learning; Thematic Analysis; Verbal Rules

This qualitative study analyzed the language of 24 kindergarten students in the classroom's home center during the first weeks of school. Data were collected through informal interviews with the teacher, audio recordings and field notes taken during observation of children at play in the home center. Analysis of spontaneous conversation began with weekly transcript reviews,

ED 416 003 PS 026 204

Brown, Brett V.
Analysis of Young Men: Chapter One. A Descriptive Analysis Relating Risk, Social Capital, and Early Life Course Outcomes to Adult Socioeconomic Attainment among At-Risk Male Youth.
SPONS. AGENCY- Grant (W.T.) Foundation, New York, NY.; Ford Foundation, New York, NY.
PUB DATE- 93
NOTE- 141p.; For related document, see UD 030 230.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *At Risk Persons; Blacks; Educational Attainment; Employment Level; Income; Longitudinal Studies; *Males; *Predictor Variables; Racial Differences; Risk; *Socioeconomic Status; Tables (Data); Whites; *Young Adults; Youth Problems
IDENTIFIERS- African Americans; National Longitudinal Survey Labor Market Ex; Social Capital

This study combined a social capital-oriented status attainment approach, a life course perspective, and a risk approach that features analysis of subgroups at particularly high risk, to examine the determinants of adult achievement among at-risk males. Achievement was operationalized as socioeconomic attainment and included outcomes related to educational, income, and occupational achievement. Outcomes were measured at or around age 29, with selected analyses repeated at age 35 for comparison purposes. Data were obtained from the National Longitudinal Survey of Labor Market Experience--Young Men cohort. Findings indicated that African-American men growing up in the 1960s were more likely than whites to have at-risk and multi-risk backgrounds. At-risk youth had less access to social capital than not at-risk youth. At-risk African-American males had access to parental and teacher encouragement equal to those not at-risk, and more parental encouragement than white at-risk males. At-risk youth had substantially lower levels of socioeconomic attainment as adults, although a large proportion were successful. At-risk youth had rates of unstable employment and early marriage similar to those not at-risk but were more likely to experience delayed high school graduation. The low income measure and the additive risk scale were most consistently associated with lower adult attainment. Consistently strong relationships were found between three social capital measures and adult attainment. Early life course mis-steps were strongly related to adult achievement for white males, but only unstable employment was related to lower adult attainment for African-Americans. (Contains 52 tables of data and a 51-item bibliography.) (KB)

ED 416 004 PS 026 205

Sugland, Barbara W.
Perceptions of Educational Opportunity and Early Childbearing: An Empirical Assessment of the Opportunity Cost Hypothesis.
PUB DATE- 96
NOTE- 46p.; Paper presented at the Annual Meeting of the Population Association of America (New Orleans, LA, May 9-11, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

ED 416 022 PS 026 235

Ralph, John; Frase, Mary
First Graders' Achievement in Top and Bottom Schools. Issue Brief.
PUB DATE- 98
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Comparative Analysis; *Educational Quality; *Elementary School Students; Elementary Schools; Family Characteristics; *Grade 1; Primary Education; School Effectiveness

Drawing on data from "Prospects: The Congressionally Mandated Study of Educational Growth and Opportunity," this issue brief explores the magnitude of reading and mathematics differences in top and bottom schools. Four types of comparisons are made: (1) comparing the percentile ranks of the average student in the top and bottom quarters of schools at the end of first grade; (2) converting test score differences between students in the top and bottom quarters of schools into a widely used measure called effect size; (3) determining the number of years of schooling the bottom school students are behind the top school students at the end of first grade; and (4) showing how students in the bottom quarter rank on average at the end of first grade relative to students in the top schools and vice versa. In addition, the educational and economic backgrounds of the students attending the top and bottom quarters of schools in achievement are noted. Each of the four approaches show large differences in reading and mathematics achievement at the end of first grade between students in the top and bottom schools. Data on family educational and economic backgrounds also show great differences between the top school students and bottom school students. (HTH)

ED 416 023 PS 026 236

Achieving the Goals: Goal 8--Parental Involvement and Participation.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 97
NOTE- 135p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; *Federal Programs; Financial Support; *Parent Participation; Parent School Relationship; Parent Student Relationship; *Partnerships in Education
IDENTIFIERS- Department of Education; Family Support; *National Education Goals 1990

In 1994, the U.S. Congress added parental involvement to the National Education Goals. Goal 8 states that by the years 2000, every school will promote partnerships that will increase parental involvement and participation in promoting the social, emotional, and academic growth of children. The fourth in a series that seeks to inform educators and the public of the possibilities for programs and funding that exist outside the Department of Education, this book provides a compendium of educational programs across the federal government, providing a useful tool for seeking funding for activities related to achieving this National Education Goal. Following the

ED 416 041 RC 021 327

Glascock, Patricia C.; Robertson, Mary; Coleman, Charles
Charter Schools: A Review of Literature and an Assessment of Perception.
PUB DATE- 97
NOTE- 32p.; Paper presented at the Annual Conference of Mid-South Educational Research Association (Memphis, TN, November 13, 1997). Abbreviated report of a doctoral seminar project, Arkansas State University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrative Problems; *Administrator Attitudes; *Charter Schools; Decentralization; Disadvantaged; Educational Trends; Elementary Secondary Education; Institutional Autonomy; Literature Reviews; *Nontraditional Education; School Choice; School Organization; *Small Schools
IDENTIFIERS- *Arkansas

A charter school is a public educational entity that operates under a charter or contract negotiated between the organizers, who design and run the school, and an organization that holds the school accountable based on charter provisions. Most charter schools are elementary schools with smaller than average populations; many serve disadvantaged and at-risk students. The concept of charter schools surfaced during the late 1980s, with the first charter school being opened in Minnesota in 1992. An overview of the historical development of the charter school concept is presented, including a description of characteristics of charter schools, differences between charter schools and voucher programs, examples of charter school achievements, and difficulties faced by charter schools. Accomplishments of charter schools in St. Paul (Minnesota), Lowell (Massachusetts), Castle Rock (Colorado), Henderson (Minnesota), and San Diego (California) are briefly described. Initial startup problems of charter schools include lack of funding and lack of legal and business expertise. Other concerns include charter specifications, financial mismanagement, social inequities, profit motivation, use of uncertified teachers, inability to serve special education students, and lack of accountability. The literature suggests that charter schools offer a viable alternative educational experience, but more study and research is needed to determine their effectiveness. A study to explore concerns related to charter schools in Arkansas showed that only one attempt had been made to charter a school, and that the 12 superintendents surveyed had little factual knowledge about the charter school concept. Their major concerns were loss of funding, competition for students, segregation, circumventing standards, and accountability. Contains 35 references and 10 other charter school resources, including Web sites. (SAS)

ED 416 042 RC 021 354

Howley, Craig; Barker, Bruce
The National Information Infrastructure: Keeping Rural Values and Purposes in Mind. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 4p.

ED 416 059 RC 021 388

Kallas, John
Edible Wild Plants from Neighborhood to Wilderness: A Catalyst for Experiential Education.
PUB DATE- 96
NOTE- 7p.; In: Spawning New Ideas: A Cycle of Discovery; see RC 021 376.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Strategies; Environmental Education; *Experiential Learning; *Food; *Learning Motivation; *Outdoor Education; *Plants (Botany)
IDENTIFIERS- *Edible Plants

Wild foods are ubiquitous motivational tools for teaching botany, environmental education, cultural foodways, and survival. Edible wild plants are wild plants endowed with one or more parts that can be used for food if gathered at the appropriate stage of growth and properly prepared. The components of this definition are discussed with implications for safety. Educators must always take care not only to make a proper identification, but also make sure that only the "proper parts" are collected, at the "appropriate stages of growth," and "properly prepared." Three reasons that wild foods make a personal motivational connection with learners is that: (1) they stimulate a perspective shift from ignoring the natural world to realizing and appreciating the wonders of nature; (2) they represent a release from dependence and instill confidence that the student could fall back on wild foods if necessary; and (3) they provide romance and adventure, providing food in potential survival situations. Edible wild plants can act as experiential motivators in other areas: botany, Native American culture, environmental education, and survival training. Three major obstacles to using wild foods in experiential education programs are a lack of truly knowledgeable educators, possible liability associated with wild foods, and a concern for harming a fragile environment. Strategies are offered for overcoming these obstacles. (Author/SV)

ED 416 060 RC 021 389

Kallander, Karin; Levings, Laura
Experiential Therapy with Homeless, Runaway and Street Youth.
PUB DATE- 96
NOTE- 7p.; In: Spawning New Ideas: A Cycle of Discovery; see RC 021 376.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adventure Education; *Experiential Learning; Group Activities; *Homeless People; Rehabilitation; Runaways; *Therapeutic Recreation; Trust (Psychology); *Youth; *Youth Programs
IDENTIFIERS- *Experiential Therapy

This paper describes the services and activities of the Orion Center, a drop-in day-use facility for homeless and runaway youth in Seattle (Washington). Orion Center uses experiential therapy and adventure-based activities to develop trust,

ED 416 081 SE 061 118

Adams, Dennis; Hamm, Mary
Collaborative Inquiry in Science, Math, and Technology.
PUB DATE- 98
NOTE- 133p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Cooperative Learning; Elementary Education; Grouping (Instructional Purposes); Integrated Curriculum; *Mathematics Education; Problem Solving; *Science Education; *Technology Education

This book endeavors to show elementary teachers how to integrate mathematics, science, and technology in a cooperative learning environment. The reason for detailing this approach is to help students become creative and critical thinkers. Throughout the text there are numerous inquiry-based, thematic activities specifically designed to promote reflective thinking. Materials are organized into five chapters that examine cooperative learning in elementary science, mathematics, and technology classrooms; the development of critical and creative thinking; portfolio assessment; and engaging students in scientific, mathematical, and technological inquiry. Contains 197 references. (DDR)

ED 416 082 SE 061 119

Pehkonen, Erkki, Ed.
Proceedings of the Conference of the International Group for the Psychology of Mathematics Education (21st, Lahti, Finland, July 14-19, 1997). Volume 1.
PUB DATE- 97
NOTE- 335p.; For Volumes 2-4, see SE 061 120-122.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Communications; *Educational Change; *Educational Technology; Elementary Secondary Education; Foreign Countries; Higher Education; *Mathematical Concepts; Mathematics Achievement; *Mathematics Education; Mathematics Skills; Number Concepts
IDENTIFIERS- *Psychology of Mathematics Education

The first volume of the proceedings of the 21st annual meeting of the International Group for the Psychology of Mathematics Education contains the following 13 full papers: (1) "Some Psychological Issues in the Assessment of Mathematical Performance" (O. Bjorkqvist); (2) "Neuromagnetic Approach in Cognitive Neuroscience" (S. Levanen); (3) "Dilemmas in the Professional Education of Mathematics Teachers" (J. Mousley and P. Sullivan); (4) "Open Toolsets: New Ends and New Means in Learning Mathematics and Science with Computers" (A. A. diSessa); (5) "From Intuition to Inhibition--Mathematics, Education and Other Endangered Species" (S. Vinner); (6) "Distributed Cognition, Technology and Change: Themes for the Plenary Panel" (K. Crawford); (7) "Roles for Teachers, and Computers" (J. Ainley); (8) "Some Questions on Mathematical Learning Environments" (N. Balacheff); (9) "Deepening the Impact of Technology Beyond Assistance with Traditional Formalisms in Order To Democratize Access To Ideas Underlying Calculus" (J. J. Kaput and J. Roschelle); (10) "The Nature of the Object as an Integral Component of Numerical Processes" (E. Gray, D. Pitta, and D. Tall); (11) "Unifying Cognitive and

ED 416 099 SE 061 155

Mattox, Delores
A Study of the Academic Performance of Male Students Compared To Female Students in Secondary Elective Science Courses.
PUB DATE- 97
NOTE- 73p.; Masters Thesis, Salem-Teikyo University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Academic Achievement; *Course Selection (Students); *Elective Courses; *Females; High Schools; *Males; Science Curriculum; Sex Differences

The purpose of this study is to compare the academic performance of male and female students in high school elective science courses. The data for this study were drawn from the grade books of six teachers of elective science courses and consists of the grades earned by the males and females during one academic year. The number of students enrolled in the course, the average grade, standard deviation of grades, and pooled standard deviations were recorded. A summary of the average grades (male, female) and two-sample t-test results for each class by semester are included. Contains 44 references. (Author/DDR)

ED 416 100 SE 061 156

Hinerman, Sandra Dillon
Graphing Calculators in the Calculus Classroom.
PUB DATE- 97
NOTE- 63p.; Masters Thesis, Salem-Teikyo University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Calculus; *Educational Technology; *Graphing Calculators; High School Students; High Schools; Mathematics Education; Teaching Methods

This study compared the test scores of AP Calculus students. Two methods were used to work the calculus problems: the traditional pencil and paper method and the graphing calculator method. Four researcher-constructed assessments on various calculus topics were administered over a six-week period to two sections of high school AP Calculus students. Each assessment consisted of two sections: a non-calculator section and a calculator-active section. A t-test for dependent samples when the means are related was performed on each of the four assessments at the 0.05 level of significance. The t-test showed that there was a statistically significant difference between the two sections of students' test scores on the first two assessments. Two sections of the students' test scores showed no statistically significant difference on the last two assessments. Contains 43 references. (Author/NB)

ED 416 101 SE 061 164

Exemplars Math Workbook.
PUB DATE- 97
NOTE- 31p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)

ED 416 123 SO 027 613

Fenwick, Leslie T.
Multicultural Education: Bridging the Knowledge Gap and Moving Students toward the Acquisition of Critical Thinking Skills.
PUB DATE- 96
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Critical Thinking; Cultural Awareness; Cultural Interrelationships; Cultural Pluralism; *Culturally Relevant Education; Elementary Secondary Education; Ethnic Groups; Ethnic Relations; Intercultural Communication; Intergroup Education; *Multicultural Education; Problem Solving

This paper explores how multicultural education via the curriculum can enable schools to educate rather than school the student. Multicultural education assumes that: (1) ethnicity and culture are salient parts of U.S. life; (2) ethnic diversity is a positive element in a society because it enriches a nation and increases the ways in which its citizens can perceive and solve personal and public problems; (3) to create educational reform, major changes are needed in the educational system; (4) individuals who only see the world from their unique cultural and ethnic perspective are denied important parts of the human experience; (5) a monocultural educational approach is presently in operation in U.S. schools; (6) multicultural education is needed as much, if not more, by an Anglo-American middle income suburban child as it is by a Mexican American child who lives in the barrio; and (7) the concern is with modifying the total content of education and the educational environment so they are more truly reflective of the diversity within and outside of the United States. To date no significant, comprehensive studies compare and contrast students who experience multicultural education with those who do not. There is a shortage of both quantitative and qualitative data to support either proponents or opponents of multiculturalism. The paper conducts a theoretical discussion of the issue based on research. (Contains 29 references.) (EH)

ED 416 124 SO 027 614

Obenchain, Kathryn M.
The NCSS Ethical Standards and Citizenship Education: A Fifth Grade Classroom Example.
PUB DATE- 96
NOTE- 26p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (Washington, DC, November 22, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Citizenship; *Citizenship Education; Civics; *Codes of Ethics; Ethical Instruction; *Ethics; Grade 5; Intermediate Grades; Moral Development; Moral Values; *Professional Associations; *Social Studies
IDENTIFIERS- *National Council for the Social Studies

This paper presents the ethical principles of the social studies profession in light of the daily routine of an elementary classroom. This pilot study was begun in the spring of 1996 when the researcher spent time in an elementary classroom in

ED 416 148 SO 028 134

Winikur, Ilene
Hinduism and the Culture of India. Fulbright-Hays Summer Seminar Abroad 1994 (India).
PUB DATE- 94
NOTE- 39p.; For other Fulbright-Hays Summer Seminar Abroad 1994 reports, see SO 028 135-143.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Asian Studies; Ethnic Groups; Foreign Countries; Global Education; Grade 6; Grade 7; *Indians; Interdisciplinary Approach; Intermediate Grades; Junior High Schools; Middle Schools; Multicultural Education; *Religion Studies; *Social Studies
IDENTIFIERS- Fulbright Hays Seminars Abroad Program; *Hinduism; *India

This packet contains sixth and seventh grade level interdisciplinary lesson outlines about India. Concepts to be developed include: (1) "Geography and Its Impact upon the Development of India's Different Cultures"; (2) "Religion and Philosophy Focusing on Hinduism and Festivals"; (3) "Literature using the Ramayana and Mahabarata"; (4) "Art and Architecture Examining Temples, Sculpture, Music, and Dance-related Arts"; (5) "Political History with the Movement from Maharajas to Democratic Society"; (6) "Structure of Society and the Caste System"; (7) "Food, Clothing, Shelter"; (8) "Family Structure and Gender Roles"; (9) "Marriage including Arranged Marriages and Wedding Celebrations"; (10) "Education, Formal Schooling and Higher Education"; and (11) "Health Concerns, Medical Advancements and Major Illnesses." (EH)

ED 416 149 SO 028 135

Wolak, William
Ancient India and the Body. Fulbright-Hays Summer Seminar Abroad 1994 (India).
PUB DATE- 94
NOTE- 56p.; For other Fulbright-Hays Summer Seminar Abroad 1994 reports, see SO 028 135-143. Some pages may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Art Expression; *Asian Studies; Ethnic Groups; Foreign Countries; Global Education; Higher Education; *Indians; Interdisciplinary Approach; Multicultural Education; Non Western Civilization; Religion Studies; Secondary Education; World Literature
IDENTIFIERS- *India

This paper explores the representation of the human body through the literature and art of early India. From its beginning, Indian art has employed an uninterrupted iconic mode of representation that focuses on an anthropomorphic mimesis to describe desire, devotion, and ascetic denial. The paper focuses on the earliest such representations of the body in religion, art, and literature as background to the iconographic development in India. (EH)

ED 416 150 SO 028 136

ED 416 174 SO 029 326

Park, Susan Kay; Simmons, Jim
Causes of Hunger: A User's Guide for Christian Congregations. Companion Guide to Causes of Hunger: Hunger 1995.
PUB DATE- 95
NOTE- 38p.; For "Causes of Hunger: Hunger 1995," see SO 029 325.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; Age Discrimination; Environment; Ethnic Discrimination; Foreign Countries; Higher Education; *Hunger; Nutrition; Politics; *Poverty; Racial Discrimination; *Religion Studies; Secondary Education; Sex Discrimination; Social Bias; Violence; *World Affairs; *World Problems

This document is an interactive, intergenerational guide designed to help organize group or individual study of "Causes of Hunger." The guide includes activities, worship aids, Bible studies, and a resource list--all adapted for classes, weekend retreats, and evening meetings. The guide is divided into nine sessions to be used with a variety of audiences to address the problem of hunger in the world. Suggestions are given for preparation and presentation. The sessions include: (1) "Biblical Perspectives on Hunger and Poverty"; (2) "Overview of World Hunger"; (3) "Powerlessness and Politics"; (4) "Violence and Militarism"; (5) "Poverty in a Global Economy"; (6) "Population, Consumption, and Environment"; (7) "Racism and Ethnocentrism"; (8) "Gender Discrimination"; and (9) "Vulnerability and Age." Four appendices containing a summary of "Causes of Hunger: Hunger 1995"; supplemental activities; texts to photocopy; and selected resources conclude the guide. (EH)

ED 416 175 SP 037 650

Reiman, Alan J.; Thies-Sprinthall, Lois
Mentoring and Supervision for Teacher Development.
PUB DATE- 98
NOTE- 380p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Development; Biographies; Cognitive Development; Documentation; Elementary Secondary Education; Ethics; Higher Education; Inservice Teacher Education; *Mentors; *Professional Development; Reflective Teaching; Self Concept; *Teacher Supervision; *Teachers
IDENTIFIERS- Banks (James A); Dewey (John); Eisner (Elliot W); Flanders (Ned A); Goodlad (John I); Sprinthall (N A)

The fields of instructional supervision, adult development, teacher education and mentoring, and ongoing professional development are synthesized in this text. Examples and case studies are drawn from local systems in North Carolina as well as state, national, and international public school/university consortia to identify emerging trends in these disciplines. Part 1, Introduction and History, includes chapters entitled Supervision: "An Overview" and "Supervision as a Profession:

ED 416 191 SP 037 762

Downing, Jan E.; Filer, Janet D.; Chamberlain, Robert A.
Science Process Skills and Attitudes of Preservice Elementary Teachers.
PUB DATE- 97
NOTE- 12p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Memphis, TN, November 12, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; Elementary School Teachers; Higher Education; Preservice Teacher Education; *Science Education; *Science Process Skills; Self Efficacy; *Student Teacher Attitudes; *Teaching Skills

This study examined whether there was a relationship between preservice elementary teachers' competency in science process skills and attitudes toward the field of science. Study data came from 46 students enrolled in an elementary math and science methods course during their first senior semester, just before entering student teaching. Study instruments included: (1) the Test of Integrated Processing Skills (TIPS II), which measured science process skills (identifying variables, operationally defining variables, identifying appropriate hypotheses, interpreting data, and designing instruments) and (2) a revision of the Fenneman-Sherman Mathematics Attitudes Scale, which predicted attitudes toward science using six subscales (confidence in learning science, teacher, usefulness of science, science as a male domain, science anxiety, and effectance motivation in science). Data analysis found a significant positive relationship between how well teachers performed science process skills and their attitudes toward science. The two subscales that significantly correlated with the performance of science process skills were the confidence in learning science scale and the teacher scale (which measured confidence in the ability to learn and perform well in science and how participants perceived their teachers' attitudes toward them in relation to their performance and/or their potential to do well in science). (Contains 23 references.) (Author/SM)

ED 416 192 SP 037 763

Wood, Robert W., Ed.; Hoag, Constance L., Ed.; Zalud, Garreth G., Ed.
Research, Issues, and Practices. Proceedings of the Annual Curriculum and Instruction Research Symposium Conference. (5th, Vermillion, South Dakota, April 25, 1997).
PUB DATE- 97
NOTE- 96p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adolescents; Attention Deficit Disorders; Beginning Teachers; *Childrens Literature; Classroom Environment; *College School Cooperation; *Computer Assisted Instruction; Elementary Secondary Education; Geometry; Higher Education; Homework; Inclusive Schools; Internet; Learning Disabilities; Listening Skills; Mainstreaming; Mentors; Minority Group Children; Partnerships in Education; Preservice Teacher Education; Professional Development Schools; *Regular and Special Education Relationship; Rural Schools; Student

ED 416 208 TM 028 055

Soderstrom, Irina R.; Leitner, Dennis W.
The Effects of Base Rate, Selection Ratio, Sample Size, and
  Reliability of Predictors on Predictive Efficiency Indices
  Associated with Logistic Regression Models.
PUB DATE- 97
NOTE- 25p.; Paper presented at the Annual Meeting of the Mid-
  Western Educational Research Association (Chicago, IL, October
  15-18, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches,
  Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Mathematical Models; Monte Carlo Methods;
  *Prediction; *Regression (Statistics); Reliability; *Sample
  Size; *Selection; Simulation
IDENTIFIERS- *Base Rate Information; *Logistic Regression

While it is imperative that attempts be made to assess the predictive accuracy of any prediction model, traditional measures of predictive accuracy have been criticized as suffering from "the base rate problem." The base rate refers to the relative frequency of occurrence of the event being studied in the population of interest, and the problem stems from the fact that statistical prediction models often are not valid when applied to populations with a different base rate than the population for which the prediction model was constructed. This study tested alternative predictive accuracy models, two of which account for base rate levels, to determine the degree to which they are base rate invariant. The indices were the three indices recommended by S. Menard (1995), the Relative Improvement over Change (RIOC) method, and the percentage correct classification indices. A Monte Carlo simulation study was undertaken to generate two types of logistic regression models, one with a dichotomous predictor and a continuously measured predictor and the other with two dichotomous predictors. Four reliabilities, three base rate conditions, and two sample sizes were used. All three of Menard's indices were found to be sensitive to fluctuations in the base rate. Conditions under which these indices and the RIOC may be used are summarized in a table. It is recommended that researchers compute all three of Menard's indices and then compare the values across the three to get an indication of the underlying base rate of the sample. (Contains 3 tables and 26 references.) (SLD)

ED 416 209 TM 028 057

Donovan, Bernadette; Iovino, Rose Marie
A "Multiple Intelligences" Approach to Expanding and Celebrating
  Teacher Portfolios and Student Portfolios.
PUB DATE- 97
NOTE- 27p.; Paper presented at the Annual Meeting of the
  Northeastern Educational Research Association (October 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches,
  Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Theories; Elementary Secondary
  Education; Higher Education; Intelligence; *Language Arts;
  Learning; *Portfolio Assessment; Portfolios (Background
  Materials); Student Evaluation; *Student Teachers; *Teacher
  Education; Teaching Methods

ED 416 226 TM 028 101

Domingo, Meera; Chambliss, Catherine
Concurrent Validity of the Adult Attachment Scale and the Adolescent Relationship Questionnaire.
PUB DATE- 98
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; Adults; *Attachment Behavior; *College Students; *Concurrent Validity; *Correlation; Higher Education; *Test Use
IDENTIFIERS- *Adolescent Relationship Questionnaire; *Adult Attachment Scale

The Adult Attachment Scale (AAS) (N. Collins and S. Read, 1996) and the Adolescent Relationship Questionnaire (ARQ) (E. Scharfe and K. Bartholomew, 1995) widely used self-assessment measures of attachment behavior. This study investigated the validity of these two measures by administering them concurrently to 117 introductory psychology college students participating in a larger study of the attachment consequences for children of employed and unemployed mothers. The AAS includes three subscales: Depend, Close, and Anxiety. The ARQ contains subscales of: Secure, Fearful, Preoccupied, and Dismissing. Intercorrelations among the seven subscales were calculated. Overall, inspection of the correlation matrix revealed high concurrent validity across several of the subscales. Scores on several were significantly associated, generally in a direction with consistent with predictions. Simultaneously there was evidence of suitable discriminant validity, as subscales within both the AAS and ARQ showed only modest association. There was a significant positive correlation between the ARQ Secure subscale and the AAS Close subscale, and there was a significant positive correlation between the Secure and the AAS Depend subscale. There was a significant negative correlation between Secure and the AAS Anxiety subscale. There were significant strong negative correlations between the ARQ Fearful subscale and the AAS Close and Depend subscales. These and other correlations show that, as predicted, the AAS and the ARQ parallel each other. The Fearful subscale had the strongest intercorrelations among all of the subscales, possibly because it taps a very negative attachment pattern with pervasive effects. (Contains 1 table and 10 references.) (SLD)

ED 416 227 TM 028 102

Ramsey, Sarah H.; Kelly, Robert F.
Using Social Science Research in Family Law Analysis and Formation: Problems and Prospects.
PUB DATE- 98
NOTE- 91p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Cooperation; Decision Making; *Educational Policy; Educational Research; Family Programs; *Lawyers; Legislation; *Policy Formation; Public Policy; *Research Utilization; *Researchers; *Social Science Research; Social Sciences
IDENTIFIERS- *Family Law; Reform Efforts

Social science research can make a valuable contribution to family law analysis and formation. It can help define problems, identify possible solutions, and challenge underlying normative

ED 416 243 TM 028 123

Ahmed, Susan; Barbett, Samuel; Carr, Peggy; Frase, Mary; Hoffman, Lee; Kasprzyk, Daniel; Kolstad, Andrew; Owings, Jeffrey; Snyder, Tom
Improving Data Quality in NCES: Database-to-Report Process. Working Papers Series.
PUB DATE- 97
NOTE- 78p.; Prepared by the Task Force on Quality Systems.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Data Collection; *Databases; Educational Trends; Elementary Secondary Education; *National Surveys; Postsecondary Education; *Quality Control; Research Methodology; *Research Reports
IDENTIFIERS- *Data Quality; Digest of Education Statistics; National Assessment of Educational Progress; *National Center for Education Statistics; Schools and Staffing Survey (NCES)

The Task Force on Quality Control of the National Center for Education Statistics (NCES) was created to study the quality control procedures used for NCES publications and to determine if there are ways to improve the current procedures. Because a detailed review of the entire survey process would have been too time consuming, the Task Force decided to focus on errors that occur after the survey datafile has been accepted. To study the existing quality control procedures, the Task Force studied the database-to-report processes of the: (1) National Assessment of Educational Progress 1994 Trends in Academic Progress; (2) Digest of Education Statistics; (3) Schools and Staffing Survey in the United States: A Statistical Profile; and (4) Fall Staff in Postsecondary Institutions, 1993. Interviews were conducted with NCES staff and representatives of other government agencies. Overall, the Task Force found that there were no major systematic problems affecting the data being released by the NCES. There are quality control procedures in place at strategic points, and the general situation is very positive. Some possible areas for improvement were noted, and a list of recommendations, ultimately reduced to five, was prepared to improve the quality of NCES products. Typically, problems could occur in data compilation, documentation, formatting, and structural areas. Appendixes contain a memo on quality control practices, a discussion of the application of recommendations to previously identified problems, and references. (Contains one figure and seven references.) (SLD)

ED 416 244 TM 028 124

Smith, Wray; Ghosh, Dhiren; Chang, Michael
Optimal Choice of Periodicities for the Schools and Staffing Survey: Modeling and Analysis.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 97
NOTE- 294p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Costs; *Data Collection; Elementary Secondary Education; *Mathematical Models; *National Surveys; *Research Methodology; Sample Size; *Sampling; Tables (Data)

their leadership teams. Interviews with the presidents and 12 team members were conducted to assess perceptions of team operations and effectiveness, and were analyzed in terms of a model of team leadership which suggests three basic functions of teams: utilitarian, expressive, and cognitive. Results were organized into the following categories: team composition, cognitive frames of reference, functional domains, team leadership effectiveness, and team cognitive and functional complexity. Findings indicated that: (1) overall, presidents and team members in the three schools had very similar personal characteristics; (2) presidents used multiple cognitive frames of references and that longevity in position was related to both greater cognitive complexity and greater team effectiveness; (3) presidents viewed team activities in the cognitive domain as most valuable, whereas team members viewed activities in the expressive functional domain as most valuable; (4) team effectiveness was rated slightly higher by team members than by presidents; and (5) all teams were functionally complex, performing useful activities in each of the three functional domains. (Contains 9 references.) (DB)

ED 415 803 HE 030 954

Douglas, Katie B.
Impressions: How First-Year, African American Students Pictured a Research University. ASHE Annual Meeting Paper.
PUB DATE- 97
NOTE- 38p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (22nd, Albuquerque, NM, November 6-9, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Black Students; College Environment; *College Freshmen; Educational Environment; Focus Groups; Fraternities; Higher Education; Photography; *Racial Factors; Research Universities; Residential Colleges; School Size; Social Integration; Sororities; *Student Attitudes; *Student College Relationship; Theories
IDENTIFIERS- African Americans; *ASHE Annual Meeting

In this study 10 first-year African American students (five men and five women) took photographs that illustrated their perceptions of the predominantly white research university they attended and discussed their pictures in subsequent individual and focus group interviews. Two theoretical frameworks provided the structure for the analysis: personal-environment interaction theory and symbolic interactionism. Data analysis and interpretation identified six themes: (1) natural, physical aspects; (2) institutional size; (3) racial consciousness; (4) Greek-letter organizations; (5) racial and cultural interactions; and (6) preparation for the future. Some of the positive facets of the campus environment pictured and discussed included interactions with faculty; involvement in student organizations; specific courses in which the students were enrolled, especially the Afro-American studies classes; and the residence hall climate. Negative factors identified included the underrepresentation of African American students, faculty, and staff; the prevalence of voluntary racial and cultural separation; and a perceived lack of receptivity by others in the university community. Implications of the study for research, practice, and policy are drawn. (Contains 78 references.) (DB)

(Individuals); Social Change; *Social Theories; Student Empowerment; *Student Evaluation; Student Participation; *Values
IDENTIFIERS- American Association for Higher Education; *ASHE Annual Meeting

This paper examines the potential contributions of a feminist critical perspective to an understanding of assessment in higher education. It uses as a foundation the nine principles of feminist assessment (published in 1992 as an outgrowth of a project on women's studies programs) and an American Association for Higher Education (AAHE) list of nine principles of Good Practice for Assessing Student Learning, which concern themselves with values, student-centered assessment and the influence of institutional culture on assessment. The paper discusses the beginnings of the assessment movement in higher education in the United States, various assessment principles, compares the feminist principles with the AAHE principles, and describes how various institutions use feminist principles in their assessment activities. In another section the study discusses two important contributions of feminist theory to assessment: the understanding that power and politics underlie issues of knowledge; and as an activist perspective, the idea that feminist theory can transform as well as inform educational practice. A table listing the principles of feminist assessment and the AAHE principles of good practice for assessing student learning is appended. (Contains 24 references.) (CH)

ED 415 820 HE 030 971

Gilmer, Scott W.
The Winds of Privatization: A Typology for Understanding the Phenomenon in Public Higher Education. ASHE Annual Meeting Paper.
PUB DATE- 97
NOTE- 27p.; Paper presented at Annual Meeting of the Association for the Study of Higher Education (22nd, Albuquerque, NM, November 6-9, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accountability; College Administration; Contracts; *Financial Policy; *Government School Relationship; Higher Education; *Institutional Autonomy; Operating Expenses; Private Financial Support; *Privatization; *School Business Relationship; State Aid; *State Colleges; State Universities
IDENTIFIERS- *ASHE Annual Meeting

Colleges and universities are privatizing various institutional components and are seeking greater autonomy from state government. In defining privatization, the paper makes the distinction between privatizing and contracting, and notes six areas where a good or service can be owned or managed by the government or by the private sector: ownership of physical property, production, management, financing, allocation, and regulation. Also examined are the underlying forces behind privatization, including a changing political climate, declining public confidence in higher education, declining state government appropriations, and the belief that more efficient allocation of resources will lead to better services at reduced cost. The typology offered for understanding privatization is organized into four major areas: (1) public production with public finance, which involves government production of goods and services financed through taxes; (2)

Technology; Elementary Secondary Education; Instructional Effectiveness; Learning; *Technological Advancement
IDENTIFIERS- *Technology Integration; *Technology Plans

This publication is based on work conducted at the North Central Regional Educational Laboratory (NCREL), which serves seven states in the Midwest. Part of the national research and development system administered by the Office of Educational Research and Improvement, U.S. Department of Education, the regional educational laboratories provide schools and communities with the latest information on learning. This planning document is intended for education decision makers to use as they investigate new technologies to support student learning. It explains indicators of effective learning and high technology performance, an analytic framework to help educators ensure that their use of technology complements their goals for student learning, policy issues in the use of technology in learning, and key implementation issues in the use of technology for learning. The publication includes the following sections: "New Times Demand New Ways of Learning"; "The Technology Effectiveness Framework"; "Policy Issues in Using Technology for Engaged Learning"; "Putting Policy into Place"; and "Recommendations for Policymakers and Educators." A section with instructions for using the learning and technology framework includes tables for planners to graphically depict current realities and future goals, and a step-by-step guide to examining technology programs according to features that contribute to engaged learning and high technology performance. (SWC)

ED 415 838 IR 018 689

Catalog of ERIC Clearinghouse Publications. 1997.
SPONS. AGENCY- Educational Resources Information Center (ED), Washington, DC.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 149p.; This catalog is updated and published annually.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Annotated Bibliographies; Catalogs; Directories; *Educational Resources; *Information Sources; *Publications; Reading Materials
IDENTIFIERS- *ERIC Clearinghouses

This "Catalog of ERIC Clearinghouse Publications" highlights more than 1400 education publications prepared by the Educational Resources Information Center (ERIC) Clearinghouses and currently in print and available. The titles are arranged by ERIC component and cover a broad range of subject areas in education. The major ERIC publication types include: parent brochures--short, informative articles designed for teachers, parents, and the general public; directories and resource guides--publications that direct users to primary sources of information; ERIC Digests--brief documents summarizing current information on specific education topics; ERIC Monographs/Reports--more comprehensive publications that summarize research in a particular field, analyze new teacher methods, highlight recent studies, and examine education trends; and searches and annotated bibliographies--publications that direct readers to carefully selected materials organized by topic area. The catalog provides ordering information and prices and includes a subject index to help locate publications program for children. Highlights include: planning a summer library program; promotion and tips on writing publicity releases; radio spots (samples); press releases (samples); a sample letter to parents; a general bibliography; selected promotional resources; supply sources; recipes. Also included are resources for challenged children; displays and promotions; elementary and preschool programs; and activity sheets. (AEF)

ED 415 856 IR 056 823

Standards for Missouri School Library Media Centers.
PUB DATE- 97
NOTE- 119p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Access to Information; Educational Environment; Educational Media; Elementary Secondary Education; Instructional Materials; *Learning Resources Centers; Library Collection Development; *Library Collections; *Library Materials; *Library Standards; Media Specialists; *School Libraries; Statewide Planning
IDENTIFIERS- Missouri

This publication replaces "Media Standards for School Learning Resources Centers" (1980) with revised standards that were based on prevailing guidelines promoted in the literature, characteristics of educational and library media center environments prevalent in the state as reported by officials in the Department of Elementary and Secondary Education, and, to a limited extent, analysis of data collected in a statewide survey of school library media centers. This set of standards identifies selected characteristics of collections of minimal sizes that will become part of the requirements of the Missouri School Improvement Plan (MSIP) assessment. The document is also a vehicle to help school library media specialists and district and building level administrators plan for the improvement of access to information to enhance and enrich the learning environment; create an awareness and support the use of technology in school library media programs as an integrated part of the resources; make judgments about the effectiveness of media center collections; develop budgets; and communicate student and teacher information needs to board members, parents, and the community. This standards document addresses the quantity and quality of collections at the building level, includes a definition of terms, and discusses the quantitative and qualitative resources standards. Standards are specified for reference collections, nonfiction collections, fiction collections, periodical collections, visual and tactile resources, electronic resources, professional collections, school library media specialist, facilities, and financial planning and budget maintenance. Appendices include: evaluation guidelines and worksheets for library media specialists; core data worksheets and definitions, and sample core data report; and enrollment tables to determine the specific quantity of items needed for the student population served in each building. (Author/SWC)

ED 415 857 IR 056 824

Roeber, Jane A., Ed.
Make Waves: Read! 1998 Summer Library Program Manual. Bulletin

IDENTIFIERS- Library Services and Construction Act

The Bitterroot Public Library (Hamilton, Montana) serves a county of 50,000-100,000 people. The Bitterroot Public Library conducted a project that involved recruitment, coalition building, public awareness, training, rural oriented, basic literacy, tutoring, employment oriented, intergenerational/family, and English as a Second Language (ESL) programs. The project targeted the learning disabled, inmates of correctional institutions, workers laid off from the logging industry, intergenerational/families, and people for whom English is a second language. Tutoring was done one-on-one and in small groups, using the LVA method. Twenty new tutors were trained, and 34 additional students were recruited for program services. Of the 47 program participants, 4 were incarcerated in the county jail, 3 were laid off from the lumber industry, and nearly half were referred by human or social service agencies. The project had a tremendous impact on the ongoing program to provide literacy services to adults in Ravalli County. Includes the jail tutoring policy, information on "Family of Readers" workshops, family literacy evaluation report and survey form, newspaper articles, and a student story published in "New Writers Voices." (SWC)

ED 415 875 IR 056 845

Colhapp, Barbara; Miller, Lana

Carver County Library System, Final Performance Report for Library Services and Construction Act (LSCA) Title VI, Library Literacy Program.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC. Office of Library Programs.

PUB DATE- 94

NOTE- 45p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Adult Basic Education; *Adult Learning; *Adult Literacy; *Adult Reading Programs; Adult Students; American Indians; *Current Events; *Discussion (Teaching Technique); Educational Cooperation; English (Second Language); Federal Programs; Grants; *Literacy Education; Public Libraries; Public Policy; Tutoring

IDENTIFIERS- Library Services and Construction Act

The Carver County Library System (Chaska, Minnesota) conducted a project to demonstrate adult educational teamwork between libraries and literacy agents in the Carver-Scott two county area. The project, "National Issues Forums (NIF) for the New Reader," extended educational opportunities that encouraged new adult readers and the public to come together at library sites for discussions on significant public policy issues using easy-to-read issue books that utilize graphs, pictures, and summaries--devices that tend to appeal to the beginning adult reader as well as to the busy citizen. The project served a community of 50,000-100,000 people, and targeted inmates of correctional institutions, Adult Basic Education students, Indian tribes, and English as a Second Language students. Tutoring was done in small groups and classroom situations. Includes newspaper and newsletter articles, training curriculum agenda, summaries of discussions on welfare and education submitted to policymakers, copy of pre- and post-forum ballots on criminal violence, and photos of bulletin board publicity in the Chaska Community Library and a NIF group. (SWC)

Construction Act; Tutor Training; Volunteer Recruitment

The Orange Public Library (California) conducted a project that involved recruitment, retention, coalition building, public awareness, training, basic literacy, collection development, tutoring, intergenerational/family, and English as a Second Language (ESL) programs. The project served a community of 100,000-200,000 and targeted workforce/workplace learners, intergenerational/families, and ESL learners. Tutoring was done one-on-one and in small groups, using the Laubach, Literacy Volunteers of America (LVA), and Michigan methods. The report provides a comparison of actual accomplishments to goals and objectives set forth in the grant application; comparison between proposed and actual expenditures; specific details of activities undertaken; the role the library played in the accomplishment of the goals and objectives; agencies and organizations that assisted in the project; and the impact of the federal project on the ongoing program of the library. Appendices include: tutor training manual--"Active Learning and Whole Language: An Introduction for Tutors" (Evelyn Renner); program publicity--brochures and news releases; program newsletters; tutor and learner materials; lesson plan; progress evaluation process form; and a tutor/learner survey. (SWC)

ED 415 893 IR 056 864

Willingham, Taylor; Trajico, Charity A.; Levy, Michael
Santa Clara County Library, Final Performance Report for Library Services and Construction Act (LSCA) Title VI, Library Literacy Program.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC. Office of Library Programs.
PUB DATE- 93
NOTE- 80p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Education; Adult Learning; *Adult Literacy; *Computer Assisted Instruction; Educational Cooperation; English (Second Language); Federal Programs; Grants; Learning Disabilities; Library Collection Development; Library Role; *Literacy Education; Public Libraries; Publicity; Tutoring; Tutors; User Needs (Information); Volunteer Training; Volunteers
IDENTIFIERS- Library Services and Construction Act; Santa Clara County Library CA; Tutor Training

This final performance report provides project outcome information and data to the U.S. Department of Education for the federally-funded Library Literacy Program. The Santa Clara County (California) Library Reading Program Computer Aided Literacy (CAL) Project involved recruitment, public awareness, training, basic literacy, collection development, tutoring, computer assisted programs, and English-as-a- Second Language (ESL) programs. It served a community of over 200,000 people, and targeted the learning disabled, low level learners (0-4 grade reading level), and ESL learners. The project used the Laubach and Literacy Volunteers of America (LVA) tutoring methods, utilizing one-on-one and small group instruction. The project served 1,088 adult learners, and provided 108,800 hours of tutoring service. Goals of the project included enabling learners within a computer-aided environment to practice skills introduced in tutoring, enhancing their self-esteem and empowering them with literacy and computer skills to meet the demands of modern society, and promoting the CAL project and regular usage of the CAL workstations. The report provides a characteristics and relationships of serial publications and to produce clear, concise notes. The book is arranged in MARC (Machine Readable Cataloging) field order and within some fields by topical subdivision. Definitions and scope notes for each field are provided from "OCLC Bibliographic Formats and Standards," 2nd edition, and the "CONSER Editing Guide," 1994 edition. Since the first edition, tags and tagging practices have changed, format integration has produced new types of notes for serials, and the new world of electronic resources has necessitated a new world of electronic resource notes. Covers the 246 MARC field (i.e., varying form of title), and all 500 MARC fields (i.e., notes fields). Includes a list of 13 suggested readings and an index. (SWC)

ED 415 911 IR 056 882

Byrne, Deborah J.
MARC Manual: Understanding and Using MARC Records. Second Edition.
PUB DATE- 98
NOTE- 263p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Bibliographic Records; *Cataloging; Data Processing; Databases; *Information Processing; Information Storage; Libraries; *Library Automation; Library Catalogs; Library Personnel; Library Technical Processes; *Machine Readable Cataloging
IDENTIFIERS- *MARC

The MARC (Machine-Readable Cataloging) format allows the capability of accessing library catalog records by any piece of information found in the catalog record. A library's MARC database is its most expensive investment in library automation, and the most crucial factor in the success of the library's automation. Intended for librarians or students new to MARC as well as more experienced MARC users, this book explains what MARC is and how it works, and offers a background on MARC database construction and management. This manual explains MARC records, interpreting many of the details that can be encountered in cataloging with or using MARC data. Import considerations and specifications for MARC database processing, MARC products, and online systems are discussed. This second edition provides updated information, and new information on MARC format integration and MARC format for community information. The book is divided into 13 chapters: (1) "MARC Theory and Development"; (2) "MARC Format Structure and Content Designation"; (3) "MARC Format Integration"; (4) "Patterns in the MARC Format"; (5) "Major MARC Bibliographic Codes"; (6) "MARC Records in Electronic Form"; (7) "MARC Database Processing"; (8) "MARC Database Products"; (9) "MARC-Based Online Systems"; (10) "MARC Authority Format"; (11) "MARC Format for Holdings Data"; (12) "MARC Format for Community Information"; and (13) "MARC Use in Different Types of Libraries." Includes a glossary and index. (SWC)

ED 415 912 IR 056 883

Fritz, Deborah A.
Cataloging with AACR2R and USMARC: For Books, Computer Files, Serials, Sound Recordings, Videorecordings.
PUB DATE- 98

educational technology. Due to the great increase in college enrollment and decreased state funding for higher education, some believe that online courses would be a cost-effective means of meeting instructional demand. However, the elimination of traditional expenses would give rise to new technological infrastructure expenses. Online courses may result in the downsizing of higher education by cutting down the number of full-time faculty and using more part-time instructors and technical support. Standards of accreditation for "cybercourses" may become relaxed and ultimately devalue the university degree. Legal issues of intellectual property rights may arise. Technology does offer opportunities for new levels of communication in higher education, but it also threatens to commercialize academic discourse and isolate students and faculty in cyberspace. Despite inconclusive research on the actual effects of technology on education, state and federal legislatures have increased technological funding in all levels of education. (YKH)

ED 415 930 JC 980 092

Roueche, Suanne D., Ed.
Innovation Abstracts, Volume XIX, 1997.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, MI.; Richardson (Sid W.) Foundation, Fort Worth, TX.
PUB DATE- 97
NOTE- 60p.; Numbers 1-5 used "XVIV" for volume designation; numbers 6-29 used "XIX."
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Communication; Classroom Techniques; College Instruction; Community Colleges; *Faculty Development; *Instructional Development; Instructional Improvement; *Instructional Innovation; Learning Activities; *Learning Strategies; *Teacher Effectiveness; Teaching Methods; Two Year Colleges; Writing Instruction

The 52 abstracts in these 29 serial issues describe innovative approaches to teaching and learning in the community college. Sample topics include a checklist for conference presenters, plan to retain students, faculty home page, improvements in writing instruction, cooperative learning, support for high risk students, competitive colleges and the community college student, computerized student orientation, final exams, developmental writing software, community involvement, basic composition, a team approach to orientation, an innovative speech course, encouragement for proofreading, undergraduate student research, computers as scientific instruments, a theatrical approach to English as a Second Language (ESL), women's support services, motivational development, student empowerment, English as a Second Language, literacy development, grading methods, empowering the re-entry student, making tests more user-friendly, math meets, building connections, student telecounselors, e-mail, educational technology, humor's role in preparing future leaders, community interaction, connecting curriculum, leadership, using student-initiated questions in instruction, connection of curriculum, faculty partnership with library staff, and facilitating classroom discussion. (YKH)

ED 415 931 JC 980 093

AACC Research and Data, February-December 1995.

heard gunshots at least once in the past year. Boys reported experiencing hearsay and victimization episodes of violence at higher frequencies than did girls, and reported a greater total number of episodes of violence per year than did girls. It was also found that Hispanics had slightly higher exposure rates to all forms of violent events, and Caucasians had slightly lower rates, than did Blacks. Exposure to violence influenced the reported distress and worry scores of the children, in that children exposed to higher numbers of violent episodes scored higher on measures of anxiety, depression, post-traumatic stress, dissociation, anger, and community safety than those with lower exposure. (MDM)

ED 415 950 PS 025 341

Gagnon, J.; Tarabulsy, G. M.; Tessier, R.
Mothers' and Infants' Contingent Behaviors in Learning Tasks: Links with Attachment Relationship.
PUB DATE- 97
NOTE- 16p.; Paper presented at the Biennial Meeting of the Society for Research in Childhood Education (62nd, Washington, DC, April 3-6, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attachment Behavior; Foreign Countries; Infant Behavior; *Infants; *Interaction; Learning Activities; *Mothers; *Parent Child Relationship; Parents as Teachers
IDENTIFIERS- Quebec; Security Classifications; *Security of Attachment

This study examined the dynamic organization of interactions specific to attachment groups in a learning situation. Participating were 62 mothers and their 12- to 16-month-olds, observed in the laboratory during three 3-minute learning tasks. After the laboratory session was completed, the Strange Situation procedure was conducted. Findings indicated that the proportions of attachment classifications were: A (avoidant), 31 percent; B (secure), 40 percent; and C (ambivalent), 29 percent. For the learning/teaching tasks, videotapes of interactions were coded on a real-time basis with the INTERACT coding system. Eleven clusters of behaviors were devised. Twenty-seven percent of the observations were coded independently, with percent agreement ranging from .88 to .99 and kappas from .61 to .79. Conditional probabilities (within 3 seconds) of occurrence of cluster combinations were used to measure the two dimensions of contingencies. Findings revealed some similarities in the contingencies experience among the three groups and also some differences in their dyadic functioning. Group B (secure) exchanges were characterized by reciprocity and cooperation; most of the behaviors were organized in relation with the partner's behaviors. Group A (avoidant) showed parallel participation whereas there was a sporadic and selective collaboration in the C (ambivalent) group. (Author/EV)

ED 415 951 PS 025 403

Shpancer, Noam; Wachs, Theodore D.
Individual and Contextual Predictors of Children's Behavior in Daycare during Caregiver Turnover Episodes.
PUB DATE- 97
NOTE- 11p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (62nd, Washington,

Health Services; State Programs; Student Evaluation; Well Being
IDENTIFIERS- Wisconsin

The Wisconsin Framework for Comprehensive School Health Programs is a multistrategy approach to address the entire range of youth risk behaviors and promote the health, well-being and positive development of students and other members of the school-community as an integral part of a school's overall mission. The framework is a collection of empirically supported strategies organized into six components: (1) healthy school environment; (2) curriculum, instruction and assessment; (3) pupil services; (4) student programs; (5) adult programs; and (6) family and community connections. This report is intended to help educators and other experienced education planners learn about the framework and its purposes, and understand why schools may wish to develop a framework that can assist them in defining their capacity to deliver services and instruction to all children around youth risk behaviors, health promotion, and youth development. The report describes the framework itself and its goals and orientations, then details each of the six components of the framework. Members of the state's Student Services/Prevention and Wellness Team are listed, as well as contact people at state cooperative educational service agencies. (Contains 61 references.) (JPB)

ED 415 968 PS 026 140

Vasconcelos, Teresa
Preschool Education in Portugal: Development, Innovation and Changes. A True Mobilising Contract.
PUB DATE- 97
NOTE- 15p.; Paper presented at the Symposium in honor of Professor Bernard Spodek (Champaign, IL, November 9-10, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Development; Curriculum Development; *Educational Change; *Educational Development; Educational Innovation; *Federal Legislation; Foreign Countries; Government Role; Government School Relationship; Parent Participation; Parent School Relationship; Preschool Curriculum; *Preschool Education; Preschool Teachers; Teacher Role
IDENTIFIERS- *Portugal

Changes in the preschool education system are provided for by a new federal law in Portugal, Law 5/97, Law for Preschool Education. This law calls for a new role for the State that involves fewer direct services, less bureaucracy, more efficient supervision, and a greater regulating and compensating role. The law requires parents to participate in preschool education, including participating in running the kindergartens, building a cooperative relationship with teachers and staff; and bringing input to the development of the educational process. In addition, the law considers the role of preschool education as contributing to the whole development of the child and as a support for families. The aims of preschool education and the development of curriculum guidelines are carried out through a participatory process. The development of curriculum guidelines is meant to be a "true mobilizing contract" involving hundreds of professionals. (JPB)

ED 415 969 PS 026 145

de Cos, Patricia L.

and categories were developed and revised. The categories for analysis included rules, roles, and themes of the play because they reflected the repetitious content of the language and the primary foci of play. Findings indicated that children adopted explicit rules such as staying in the first center selected, but also adopted two implicit rules: (1) upon entering the home center, you declare your role or claim a play prop; and (2) helping and cooperating are part of how you play in the home center. Roles assumed by the children were family relationships, dating, occupations, animals, and "beyond experience" roles such as angel or ghost. The theme analysis revealed skills in negotiating for the play theme used, identified conditions for successful negotiation, showed variations in themes by site visit and group composition, and revealed verbal control over threatening themes. The language of mixed-gender play groups was more complex and imaginative than any single-gender group. Groups containing males focused more on danger and death than did all-female groups. Results indicated that the students used language to gain control over danger and death and to express perceptions about family and friends. (KB)

ED 415 988 PS 026 172

Cloud, Kathleen
The Private Revolution: Women, the Family and Human Capital.
PUB DATE- 96
NOTE- 10p.; Paper presented at the International Seminar on Integrating Family in Social Progress and Development (6th, Vienna, Austria, November 11-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Birth Rate; Economic Factors; Educational Trends; Employment Patterns; *Family (Sociological Unit); *Females; Feminism; *Human Capital; Political Influences; Population Trends; *Social Change; Sociocultural Patterns; Trend Analysis; Well Being
IDENTIFIERS- Neoclassical Economics

Changes in women's lives and voices are both cause and effect of larger economic, social, and political processes. Women today live longer, have fewer children, are more likely to be literate; they are also likely to have some control over fertility, to work outside the home during part of their life, and to have political and legal rights more often than at any previous time in history. These shifts in social, demographic, and political conditions are linked to massive economic changes. The growth in the quality of human capital is a major contribution to economic development. Within constraints on women's ability to invest in land and physical capital, women have rationally invested in the quality of human capital through having fewer children and shaping the quality of their families' lives. Women have a stronger tendency than men to prefer child quality to quantity. Evidence for this position comes from findings on women's fertility preferences and the links between women's education and quality indicators such as child mortality and child education. The hidden role of women in creating the shift from quantity to quality in human capital is a major factor in liberating succeeding generations of women. The hidden women's movements created the conditions for succeeding public women's movements. The well-being of women, families, and nations can be served through supporting women's

DESCRIPTORS- Academic Aspiration; *Adolescents; Black Students; *Early Parenthood; *Educational Opportunities; Females; High School Students; High Schools; Hispanic Americans; Longitudinal Studies; Predictor Variables; Pregnant Students; Racial Differences; Student Attitudes; Whites; Youth Problems
IDENTIFIERS- Adolescent Attitudes; National Longitudinal Survey of Youth; Opportunity Costs

This study explored the relationship between perceived educational opportunities and the likelihood of first birth among young women. Data came from the first five waves (1979-1983) of the National Longitudinal Survey of Youth. A cohort of 1,747 females, 14 to 16 years of age at the first interview, who had not experienced a birth prior to the first interview or within 7 months of first interview, and who had complete fertility histories at the 1983 panel, comprised the study sample. The discrepancy between young women's educational aspirations and expected educational achievements (expectations) was used to operationalize perceptions of opportunity and to predict the probability of a first birth among race/ethnicity subgroups of young women. Findings showed that all women expressed high educational ambitions, although non-whites perceived greater barriers to educational achievement than whites. Perceptions of opportunity, apart from background characteristics, were associated with the likelihood of a first birth among young white women, but had no substantial impact on the likelihood of a first birth among either young black or Hispanic women. White women who perceived barriers to educational attainment demonstrated twice the risk of first birth as whites who perceived few or no barriers to completing their desired education. These data suggest that perceptions of opportunity affect the risk of first birth for white women, but the data do not support the "nothing to lose" hypothesis of early childbearing applied to non-whites. (Contains 46 references.) (Author)

ED 416 005 PS 026 209

Wardle, Francis
Raising Good Biracial Children.
PUB DATE- 89
NOTE- 11p.; Typescript with occasional pen/pencil corrections.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Child Advocacy; *Child Rearing; Children; Family (Sociological Unit); *Parent Child Relationship; *Parent Responsibility; Parent Role; *Parenting Skills; Parents; Racial Differences
IDENTIFIERS- *Biracial Children; Identity (Psychological); *Interracial Children; Mixed Race Persons

Discussions about interracial families usually end with the question, "but what about the children?" This paper examines the prerequisites of parenting biracial children, whether in foster, adoptive, one-, or two-parent families and provides suggestions to help parents of biracial children in their child rearing. The paper identifies prerequisites of parenting biracial children as: (1) being a good parent, highlighting that parents of biracial children face many of the same parenting challenges as all families; (2) supporting both parents, focusing on respecting the heritage, culture, and race of both parents and their families; and (3) recognizing and not retreating from the challenge to society posed by interracial families, especially supporting the children's unique status in introduction, the book provides detailed information about the various parental involvement activities of the Department of Education and the Partnership for Family Involvement in Education. The remainder of the book, which lists specific federal programs that might support parent involvement, is organized by education topics. Topics include at-risk students, bilingual education, drug abuse prevention, gifted and talented, special education, housing, safety, and recreation. The book concludes with a list of useful publications for parents from several federal resources. The appendices list state and local points of contact for various activities. (HTH)

ED 416 024 PS 026 237

Lansky, Vicki
Practical Parenting Tips: Over 1,500 Helpful Hints for the First Five Years. Revised and Updated.
PUB DATE- 92
NOTE- 186p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Child Behavior; Child Health; Child Rearing; Family Relationship; Handicrafts; *Home Management; Homemaking Skills; Hygiene; Infant Care; Infants; Parent Child Relationship; *Parent Materials; *Parenting Skills; Play; Preschool Children; Preschool Education; Safety; School Readiness; Toddlers

Noting that other parents can be an excellent source of practical parenting advice, this book compiles over a thousand practical tips--those not generally found in baby care books or pediatrician's offices--with over 400 new tips compiled since the book's 1982 version. Major topics include: (1) new baby care, including cesarean deliveries, feeding, sleeping, crying, diapering, laundry, and siblings; (2) basics of child care, such as feeding, clothing, and sleeping; (3) hygiene and health, including bathing, dental care, toilet training, and first aid; (4) coping with kids at home, such as childproofing, safety, getting chores done, and storage; (5) the challenge of parenting, including manners, tantrums, sibling rivalry, bad habits, fears, and separation anxiety; (6) family heritage, such as traditions and record-keeping; (7) families on the go, including errands, trips, and moving; and (8) child's play, including indoor and outdoor activities, arts and crafts, and preparing for school. (EV)

ED 416 025 PS 026 238

Clark, Phyllis; Tiedemann, Nancy
Block Curricula: A Guide to Teaching with Unit Blocks and Hollow Blocks in the Classroom.
PUB DATE- 96
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Instructional Materials; Learning Activities; *Manipulative Materials; Play; *Preschool Curriculum; Preschool Education; Teacher Student Relationship
IDENTIFIERS- *Blocks

This curriculum guide for preschool teachers was designed for use

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Appropriate Technology; Educational Change; *Educational Principles; *Educational Technology; Elementary Secondary Education; *Internet; Rural Areas; *Rural Education; Rural Schools; School Community Relationship
IDENTIFIERS- Contextualized Instruction; ERIC Digests; *National Information Infrastructure; *Role of Technology

This digest examines the practical significance for rural communities of the emerging national information infrastructure, highlights some potential pitfalls, and draws connections to rural education. During the 1980s, computers and computer networks became increasingly commonplace, and in the early 1990s, the Internet and World Wide Web emerged as a global trading and communications phenomenon. Today, about 65 percent of schools are connected to the Internet, and another 22 percent plan to connect within the year. Smaller and more rural schools have fewer computers and less telecommunications service. Federally mandated discounts on telecommunications services sold to schools and libraries will help defray costs in rural areas. However, the emergence of a global information infrastructure is no guarantee of development of educational forms that will sustain rural communities. Further, despite decades of expectation, computers have not yet "revolutionized" schooling. Appropriate use of technology in rural classrooms requires consideration of the purposes of rural education. Leading rural practitioners have recommended that instruction in rural schools be contextualized, reflecting local traditions and locally defined purposes. The information infrastructure could help rural educators take better account of local contexts by providing a forum for changes in habitual ways of thinking and talking about "rural sorts of education." Strategic rules of thumb are offered for rural schools and communities considering technology implementation. Contains 14 references. (SV)

ED 416 043 RC 021 368

The Education Alliance: Business and Community for Public Schools. Annual Report, 1997.
SPONS. AGENCY- Claude Worthington Benedum Foundation, Pittsburgh, PA.
PUB DATE- 97
NOTE- 40p.; Photographs will not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; *Community Involvement; Elementary Secondary Education; Financial Support; Health Promotion; Parent Participation; *Partnerships in Education; Policy Analysis; *Public Schools; Reading Aloud to Others; *School Business Relationship; *School Support; *Voluntary Agencies; Volunteers
IDENTIFIERS- *Education Alliance WV; Financial Reports; Minigrants; West Virginia

Formerly the West Virginia Education Fund, the Education Alliance is a nonprofit organization that serves as a catalyst for business and community involvement in West Virginia public schools. This annual report describes the following Education Alliance activities during 1997: (1) Mini-Grants for Classroom promote fun and relationship building, and facilitate growth and healing among this homeless population. A recreation group that meets weekly has become an excellent way to hook youth into other services. The trick is to make the experience meaningful enough that they come back for more. The experiential activities used are purposeful, proactive ("doing" activities), prosocial (interactive), and sequenced. Processing the experiential experience consists of four steps: the actual experience of the activity, observation by participants of what took place, generalizations about what took place, and consideration of how to apply what was learned from the activity to other life activities. Three group activities/games used as ice-breakers are described: "Have You Ever?"; "What Are You Doing?"; and Gusano/Worm. Traditional "talk therapy" has not proved effective with this population, but three techniques are useful in helping individuals tell their story. These techniques are shared story (nondirective group storytelling), human sculpting (a nonverbal activity), and journal writing. (SAS)

ED 416 061 RC 021 390

Leberman, Sarah I.
The Diploma in Rehabilitation Studies--The Birth of a New Form of Industry-Driven Learning.
PUB DATE- 96
NOTE- 7p.; In: Spawning New Ideas: A Cycle of Discovery; see RC 021 376.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Active Learning; Compensation (Remuneration); Course Descriptions; Cross Cultural Training; Foreign Countries; Higher Education; Nontraditional Students; *Practicums; *Professional Education; *Public Agencies; Rehabilitation; *Special Degree Programs; Transfer of Training
IDENTIFIERS- *Case Management; New Zealand; *Victoria University of Wellington (New Zealand)

The Accident Rehabilitation and Compensation Insurance Corporation (ARCIC) provides no-fault rehabilitation and compensation to all New Zealanders. In order to meet the training needs created by ARCIC's recent shift to a case management approach, the Victoria University of Wellington instituted a program to train case managers. The 27-week program of professional education includes seven 1-week modules completed over the course of 12 weeks, with directed study and group-work tasks built into each alternative week to allow students to explore how the learning module might be applied in the workplace. A supervised 14-week practicum follows the 12-week module. As part of their coursework in principles and practices of rehabilitation, students explore development of interpersonal skills, reconstruction of critical incidents, and experience with self and peer feedback. Expected outcomes include a working knowledge of basic management competencies: teamwork, team building, planning, motivation, interpersonal communication, goal setting, and decision making. In order to understand indigenous clients, students spend 5 days and 4 nights in a noho marae (stay-over at a Maori meeting house), participating in the daily rituals of their hosts. The program has graduated 115 students who have provided evaluation feedback on the program. (SAS)

Sociocultural Aspects in Research on Learning the Function Concept" (R. Hershkowitz and B. B. Schwarz); (12) "Emergence of New Schemes for Solving Algebra Word Problems: The Impact of Technology and the Function Approach" (M. Yerushalmy); (13) "Approaching Geometry Theorems in Contexts: From History and Epistemology To Cognition" (M. A. Mariotti, M. G. Bartolini Bussi, P. Boero, F. Ferri, and R. Garuti). In addition, volume 1 contains three brief reaction papers (two reacting to Gray and one to Mariotti), and 92 one-page abstracts of working group sessions, discussion group sessions, short oral communication sessions, and poster sessions. (ASK)

ED 416 083 SE 061 120

Pehkonen, Erkki, Ed.
Proceedings of the Conference of the International Group for the Psychology of Mathematics Education (21st, Lahti, Finland, July 14-19, 1997). Volume 2.
PUB DATE- 97
NOTE- 337p.; For Volumes 1-4, see SE 061 119-122.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Communications; *Educational Change; *Educational Technology; Elementary Secondary Education; Foreign Countries; Higher Education; *Mathematical Concepts; Mathematics Achievement; *Mathematics Education; Mathematics Skills; Number Concepts
IDENTIFIERS- *Psychology of Mathematics Education

The second volume of the proceedings of 21st annual meeting of the International Group for the Psychology of Mathematics Education contains the following papers: (1) "The Dilemma of Transparency: Seeing and Seeing through Talk in the Mathematics Classroom" (J. Adler); (2) "Abstraction is Hard in Computer-Science Too" (D. Aharoni and U. Leron); (3) "Constructing Purpose in Mathematical Activity" (J. Ainley); (4) "Effective Teachers of Numeracy in UK Primary Schools: Teachers' Beliefs, Practices and Pupils' Learning" (M. Askew, M. Brown, V. Rhodes, D. Wiliam and D. Johnson); (5) "Can the Average Student Learn Analysis?" (R. R. Baldino, A. Buttner Ciani and A. Carolina Leal); (6) "Cognitive Units, Connections and Mathematical Proof" (T. Barnard and D. Tall); (7) "Subjective Elements in Children's Comparison of Probabilities" (M.J. Canizares, C. Batanero, L. Serrano and J.J. Ortiz); (8) "Reunitizing Hundredths: Prototypic and Nonprototypic Representations" (A.R. Baturo, and J. Cooper); (9) "Students' Perceptions of the Purposes of Mathematical Activities" (A. Bell, R. Phillips, A. Shannon, and M. Swan); (10) "Stereotypes of Literal Symbol Use in Senior School Algebra" (L. Bills); (11) "Approaching Theoretical Knowledge through Voices and Echoes: A Vygotskian Perspective" (P. Boero, B. Pedemonte, and E. Robotti); (12) "The Transition from Arithmetic To Algebra: Initial Understanding of Equals, Operations and Variable" (T.J. Cooper, G. M. Boulton-Lewis, B. Atweh, H. Pillay, L. Wilss & S. Y. Mutch); (13) "Exploring Imagery in P, M and E" (C. Breen); (14) "Teachers' Framework for Understanding Children's Mathematical Thinking" (G.W. Bright, A.H. Bowman and N.N. Vacc); (15) "The Story of Sarah: Seeing the General in the Particular?" (L. Brown, and A. Coles); (16) "Effective Teachers of Numeracy in UK Primary School: Teachers' Content Knowledge and Pupils' Learning" (M. Brown, M. Askew, V. Rhodes, D. Wiliam and D. Johnson); (17) "Metaphorical Thinking and Applied Problem Solving: Implications for Mathematics Learning" (S. Carreira); (18) "Algebra as Language in Use: A Study with 11-12 Year Olds

(055),Non-print Media (100)
DESCRIPTORS- *Competency Based Education; *Educational Resources; Elementary Secondary Education; Mathematics Activities; Mathematics Instruction; *Professional Development; *Resource Materials; Teaching Guides

The purpose of this workbook is to provide an individualized approach to learning when using activities from the Exemplars program. This workbook can be an effective staff development tool because it can be used alone or in a workshop setting. It emphasizes that Exemplars tasks can serve as instructional tools as well as assessment tools. It includes a CD-ROM with 180 tasks, 100 of which are assessment tasks with specific rubrics and annotated examples of student work at four levels of performance. The remaining 80 tasks are for instruction and exploration and can be used to prepare students for assessment. (ASK)

ED 416 102 SE 061 173

Science: Ohio's Model Competency-Based Program. Model Assessments Supporting Implementation. Competency-Based Education Series.
PUB DATE- 98
NOTE- 563p.
LANGUAGE- English
EDRS Price- MF02/PC23 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Academic Standards; Biology; Concept Formation; Design; Earth Science; Elementary Secondary Education; Engineering Education; Environmental Education; General Science; Hands on Science; Inquiry; Metacognition; *Science Activities; Science and Society; *Science Curriculum; *Scientific Literacy; *Student Evaluation
IDENTIFIERS- Ohio

This document contains a set of model competency-based education (CBE) assessments that provide three types of assessment for students in grades 1-8 in science. Types of assessment include: traditional: multiple choice, short-answer, and open-ended items; performance-like: more authentic forms that involve students outside of the classroom; and open-ended: more substantive performance assessments requiring out-of-class preparation and holistic scoring procedures. The design of model assessment instruments is discussed, including: balanced assessments; test development; materials and conditions for development; relationship to proficiency tests; and student evaluation. A content summary chart accompanies each grade-level instrument. Item discussions accompany all grade-level CBE assessments. Item descriptions provide an overview of items and pertinent content. A rubric summary further organizes these elements in a quick reference table reflective of suggested stages of an acceptable student response. (DDR)

ED 416 103 SE 061 177

Lamb, Charles E.; Klemm, William R.
Computer Conferencing in Mathematics Classrooms: Distance Education--The Long and the Short of It.
PUB DATE- 97
NOTE- 6p.; In: 1997 Annual Proceedings of the National Distance Education Conference, p89-93.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches,

the midwest observing the life and culture of a fifth grade classroom. Data collected appeared to showcase the ethical principles adopted by the National Council for the Social Studies (NCSS) in its code of ethics. The balance of the paper includes the NCSS' "A Code of Ethics," a discussion of social studies and relevant literature, the pilot study, classroom examples of certain ethical principles from the code, and a conclusion that a focus on ethics should be continual and deliberate and that social studies teachers and supervisors, and social studies professors spend more time with these principles as they work with their faculty and their university students. (Contains 25 references.) (EH)

ED 416 125 SO 027 617

Sorensen, Carol; Hoffmann, Donald; Boinczan, Joseph
Native American Interdisciplinary Unit.
PUB DATE- 96
NOTE- 8p.; Paper presented at the Annual Conference of the Association for Supervision and Curriculum Development (New Orleans, LA, March 16-19, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *American Indian Culture; *American Indian History; *American Indian Studies; *American Indians; Elementary Secondary Education; Integrated Activities; *Interdisciplinary Approach; *Multicultural Education; Social Studies; Thematic Approach
IDENTIFIERS- Native Americans

This paper presents a cross-graded, thematic, interdisciplinary unit which grew from a Native American humanities unit. The 9-week unit addresses the plurality of intelligences, allows for cognitive bypassing and challenges students in critical thinking modalities. With a focus on the five groups of Native Americans (The Eastern Woodlands, Plains, West, Southwest, and Far North), the basic content was discipline-based, parallel, or multidisciplinary instruction with team teaching among science and math teachers and language arts and social studies teachers. The paper explains the steps in the planning process and the integrated and interactive work accomplished. Throughout the project, student interest was high, discipline problems were practically non-existent, and content was retained. (EH)

ED 416 126 SO 027 623

McBride, Lawrence W.; Lewis, Edward
The Bloomington-Normal Black History Project: Desegregating the Schools. Expanded Lesson Plan.
PUB DATE- 96
NOTE- 17p.; For related item, see ED 364 460. Appended photocopied material contains faint and broken print.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Civics; *Civil Rights; *Critical Thinking; Due Process; Elementary Secondary Education; *Equal Education; Justice; Local History; Political Attitudes; *Racial Segregation; Social Discrimination; Social Studies; *State History

Shlensky, Jane
Short Course in South Asian Literature and Culture. Fulbright-Hays Summer Seminar Abroad 1994 (India).
PUB DATE- 94
NOTE- 39p.; For other Fulbright-Hays Summer Seminar Abroad 1994 reports, see SO 028 135-143. Some pages may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Asian Studies; *Course Content; Course Descriptions; Course Organization; Ethnic Groups; Foreign Countries; Global Education; Higher Education; *Indians; Interdisciplinary Approach; Multicultural Education; Non Western Civilization; Religion Studies; World Literature
IDENTIFIERS- Asia (South); *India

This syllabus describes a college course developed to address South Asian literature and culture with a focus on India. Suggestions for student readings and discussion, oral communication, listening, writing, and field trips are included. The empires of South Asia, its religions, social stratification, parallels of history and religion with the arts, and a discussion of gender roles and social issues are addressed in the study. (EH)

ED 416 151 SO 028 138

DuMond, Chari
An Introduction to Global Arts. Fulbright-Hays Summer Seminar Abroad 1994 (India).
PUB DATE- 94
NOTE- 19p.; For other Fulbright-Hays Summer Seminar Abroad 1994 reports, see SO 028 135-143.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Art Education; Art Expression; *Asian Studies; *Course Content; Course Descriptions; Ethnic Groups; Foreign Countries; *Global Education; High Schools; *Indians; Interdisciplinary Approach; Multicultural Education; Non Western Civilization; Religion Studies; Social Studies
IDENTIFIERS- *India

This unit provides an introduction to global arts with a focus on the arts of India. Through analysis of artistic works, students develop an awareness of individual expression which addresses the elements of art. A background of Indian history is presented, along with the arts of India including painting, sculpture, relief sculpture, mandala design, wood block prints, textile design, and Rajput painting. (EH)

ED 416 152 SO 028 139

Pipkin, Ruthanne
Women's Life Experiences in Contemporary India. Fulbright-Hays Summer Seminar Abroad 1994 (India).
PUB DATE- 94
NOTE- 43p.; For other Fulbright-Hays Summer Seminar Abroad 1994 reports, see SO 028 135-143.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

From Reluctance to Promise." Part 2, Three Dimensions of Teacher Development, includes chapters entitled "A Developmental Framework: The Teacher as an Adult Learner," "Promoting Development: A Framework for Action, and Concerns" and "Career Phases: Dimensions of Teacher Change." Part 3, Developmental Supervision and Coaching for Teacher Development, includes chapters entitled "The Personal Domain," "The Interpersonal Dimension," "Identifying Models and Methods of Instruction," "Promoting Growth through Cycles of Assistance," " Data Collection," "Supervision and Post-Conferences," "Supervision and the Coaching Process," "Guided Reflection: An Emerging Construct," and "Systematic Documentation for Developmental Growth." Part 4, Current Issues and Future Trends, includes chapters entitled "Ethics and Supervision," "Teacher Development Research Issues and Methods," and "Teacher Development and Revitalization Across the Career Span." Each chapter contains a Teacher Development Activities section. Special features include biographies, discussions of contemporary issues, and spotlights on educational leaders. (Contains 10 figures, 64 exhibits, and an index.) (LH)

ED 416 176 SP 037 651

Johnston, Marilyn A.
Contradictions in Collaboration: New Thinking on School/University Partnerships.
PUB DATE- 97
NOTE- 182p.; Prepared "with the Educators for Collaborative Change." Foreword by Maxine Greene.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Blacks; Case Studies; College Faculty; *College School Cooperation; *Educational Cooperation; Elementary Secondary Education; Graduate Students; Higher Education; Individual Differences; *Partnerships in Education; Personal Narratives; Principals; Professional Development Schools; Schools; *Teacher Collaboration; Teachers; *Universities

This book is based on a 6-year longitudinal study of collaboration in a professional development school (PDS) project involving 45 educators. Teachers and principals from the schools and faculty and doctoral students from the university work together to plan, implement, and evaluate a Master's of Education program. Part 1: "Issues and Challenges of Collaboration" includes seven chapters entitled: (1) "Keeping Differences in Tensions through Dialogue" (Marilyn Johnston and J. Michael Thomas); (2) "One Telling of Our History" (Marilyn Johnston); (3) "Our First Presentation: An Exhilarating Success and a Lingering Tension" (Marilyn Johnston with PDS Participants); (4) "Rethinking Our Roles" (Richard M. Kerper and Marilyn Johnston); (5) "African American Perspectives on Collaboration" (Daa'iyah Saleem and Cynthia Tyson); (6) "School-Based Voices and Stories" (Kathleen Ibom); and (7) "Theorizing Collaboration: Some Theoretical and Methodological Issues" (Marilyn Johnston). Brief sections entitled "Interlude with Metaphor" are located in between these chapters. Part 2: "Case Studies" includes two chapters entitled: (8) "The Beginnings of Collaboration at Second Avenue Elementary" (Reba Bricher, Mary Christenson, Marilyn Hawk, and Jean Tingley, with Brenda Ambrose, Amy Campbell, Lisa Cline, and Bill Lohr); and (9) "A Case Study of Collaboration at

Behavior; Teacher Attitudes
IDENTIFIERS- Caldecott Award; LOGO Programming Language; Newbery Award

This symposium report contains 10 papers on educational issues related to research and practice: "Collaborative Research: Using Adolescent Literature to Develop Student Pride in Rural Living" (Lisa A. Spiegel); "Perceptions of Mentoring Practices by Interns and Mentors in a Professional Development Center" (Sharon Ross and Lana Danielson); "Perceptions of Listening Practices: Professional Developmental Needs and Curricular Emphasis" (Constance L. Hoag and Julie Krogh); "Elementary Teachers' Perceptions Toward Use of Internet Components and Instructional Applications" (Robert W. Wood, Lynne Roach, and Robert Reinke); "Project-Based Learning in a University Physical Science Class" (Paul B. Otto); "An In-Depth Study of the Caldecott and Newbery Award Winners, Continued" (Maurine V. Richardson and Margaret B. Miller); "Successful Inclusion: Teachers' Perceptions" (Geralyn M. Jacobs, Joanne Wounded Head, Kristy Spencer, Dorothy Stoll, and Gui-Ping Zhang); "Comparing the Effects of Teacher-Directed Homework and Student-Centered Homework on Return Rate and Homework Attitudes of Minority Students with Learning Disabilities" (Susan Kogan); "The Effects of Classroom Environment on Children's Attention" (Marilyn K. Urqhart and Hee-sook Choi); and "LOGO-Based Instruction: Increasing Geometric Content Knowledge of Preservice Elementary Teachers" (Roger Ray Parsons). (Papers contain references.) (SM)

ED 416 193   SP 037 764

Maxwell, D. Jackson
ConnecTEN: A Case Study of Technology Training for Teachers.
PUB DATE- 97
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Uses in Education; Educational Opportunities; *Educational Technology; Elementary Education; Elementary School Teachers; *Faculty Development; Inservice Teacher Education; *Internet; Public Schools; Teacher Attitudes; Teacher Improvement
IDENTIFIERS- Tennessee

In 1996, Tennessee became the first state to connect every public school to the Internet via a single network, ConnecTEN. This case study examines the staff development opportunities made available to teachers for training in the use of computer-based technology, focusing on teachers' perceptions of the effectiveness of the training and their integration of the Internet into their curriculum. The training involved a series of faculty meetings to discuss Internet uses in education, an in-house workshop on how to use the system, and day and evening courses available to address Internet topics. The case study group consisted of 47 faculty members at one urban public elementary school. Data were collected over 7 months using a series of surveys and interviews (via the Internet Experience Survey, Internet Training Evaluation Form, Internet Use Tally, and ConnecTEN Teacher Training Interviews). Results indicated that most faculty members had not received Internet training, and of those who were trained, most felt the training was not adequate. The teachers had four key issues concerning the effective classroom use of the Internet: sufficient access; adequate use and practice time; readily available and effective

IDENTIFIERS- *Multiple Intelligences; Reflective Practice

Linking Multiple Intelligences theory and portfolio use is discussed. The question asked by Multiple Intelligences theory is: "In what ways is this person smart?" rather than "How smart is this person?" The portfolio compiler is forced to think about the ways particular intelligences are demonstrated or performed. Attempts to strengthen the bond between Multiple Intelligences theory and the use of portfolios for preservice teachers and their future students are supported by the fact that Gardner's theory has proven successful in curriculum and teaching methodology. Multiple Intelligences theory has been shown to be a good fit for portfolio development through journaling in Language Arts methodology classes. Measurement techniques have involved student teachers using the Multiple Intelligences Inventory for Adults to assess their personal intelligences, and then reflecting on their findings in Language Arts journals. Multiple Intelligences theory can also be used in portfolios for assessment to evaluate all students without the biases of using only standardized testing. In fact, it is possible to argue that Multiple Intelligences theory and portfolio process are opposite sides of the reflective thinking coin needed for academic improvement. At the present time, half of the student teachers at Molloy College (Rockville Center, New York) are using Multiple Intelligences theory as a framework for their portfolios. These preservice teachers have determined their multiple intelligences, reflected on them in journals in a Language Arts methodology course, and are now documenting in their portfolios evidence of translating this knowledge into effective learning experiences for students. Students in the other half are using the traditional framework of philosophical beliefs to demonstrate their competencies. Observations and data collection from these groups of student teachers will provide future directions for evaluating Multiple Intelligences portfolio use as authentic assessment of the student teaching experience. Handouts for the presentation are attached. (Contains 22 references.) (SLD)

ED 416 210   TM 028 058

Place, A. William
Multiple Perspectives on Research from One Educational Researcher: A Revisitation of Teilhard de Chardin.
PUB DATE- 97
NOTE- 17p.; Paper presented at the Annual Meeting of the National Council of Professors of Educational Administration (Vail, CO, August 11-16, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Critical Theory; *Educational Research; *Epistemology; *Qualitative Research; *Research Methodology
IDENTIFIERS- *Teilhard de Chardin (Pierre)

This manuscript examines the uneasy relationship between qualitative and quantitative research. The multiple perspectives of qualitative researchers, quantitative researchers, and critical theorists should be "harmoniously engaged in an earnest dialogue, lifting the discussion to a new level of insight, making progress toward workable solutions of educational problems, and generating theory that fit together" (N. Gage, 1989, p. 10). This work expands that discussion utilizing Teilhard de Chardin's works and suggesting that the various reflections of qualitative research, quantitative research, critical theorists, and race-based epistemologies are

assumptions. Recent studies related to family law reform have analyzed the use of wage-withholding and other changes to increase child support amounts and collection, the impact of divorce on children, and parental decision making about custody on divorce. To encourage the responsible use of social science research for policymaking, including educational policymaking, this article explores the limits and potential of law and social science research interaction. Part II of this article explores these limitations by describing four major methodological problems with which family research, as a type of social science, must deal: (1) measurement; (2) sampling and generalizing; (3) problems of causal inference; and (4) researcher bias. Included in this discussion is a detailed assessment of the problem of bias in the research process and recent feminist contributions to the analysis of bias. It also discusses recent advances in the quality of family policy research. Part III deals with the use of research for policy analysis and formation and explains the need for multiple studies and the normative nature of policymaking. It also analyzes possible roles for comprehensive reviews of research literature in the policy process. The conclusion of the article emphasizes that developing criteria for the use of family social science research in law formation is a formidable undertaking. A proposal is presented for the collaboration of social science researchers and lawyers to improve this relationship. The proposed panel of lawyers and researchers would not be a funding agency, but would be a structured forum for discussion of the family policy process. (SLD)

ED 416 228 TM 028 104

Bradshaw, Lynn K.
Boundary Spanning and Communication Patterns in Interagency Partnerships.
PUB DATE- 97
NOTE- 20p.; Paper presented at the Annual Meeting of the American Evaluation Association (San Diego, CA, November 5-9, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Agency Cooperation; Communication (Thought Transfer); Evaluation Methods; Networks; *Organizational Development; *Partnerships in Education; *Program Evaluation; Program Implementation; *Social Services
IDENTIFIERS- *Boundary Spanning; *Communication Patterns; Monitoring; North Carolina; Stakeholders

The Down East Partnership for Children (DEPC) was established in 1993 to bring together health, education, and social service agencies to address the needs of children and families in two eastern North Carolina counties. As the staff grew from 2 to 20 and communication within and outside the Partnership became more complex, an analysis of internal and external communication patterns identified strategies for organizational development. Heightened awareness of formal and information networks and recognition of needs to coordinate contacts with clients and other agencies helped the staff improve the way they worked with each other and with their stakeholder groups. The analysis of internal and external communication patterns was a useful component of the evaluation of this interagency partnership and helped staff members understand some of the challenges of their boundary spanning roles. Program monitoring was used for evaluation and management. The information regarding communication patterns was used by the staff in their

IDENTIFIERS- *Periodicity; *Schools and Staffing Survey (NCES); Time Series Analysis; Time Series Design; Timing

This technical report provides an updated assessment of the problem of optimizing the periodicity of the Schools and Staffing Survey (SASS). Making use of data from three rounds of SASS data collection (for school years 1987-88, 1990-91, and 1993-94), the report extends and updates the preliminary findings and interim assessments that were previously published in a paper for the American Statistical Association (D. Ghosh et al., 1994) and a technical report for the National Center for Education Statistics (NCES) (D. Ghosh et al., 1995). Part I of the report (Sections 1 through 6) presents the analysis and findings, while Part II provides documentation and numerical results in terms of error projections for selected models, policy variables, cost rations, and periodicities. Basic results are provided for four probable error models. Section 1 provides an overview of the report and characterizes the general task of optimizing the periodicity of the SASS as one of identifying decision rules that will result in the selection of intersurvey time intervals and survey sample sizes that are in some sense "jointly optimal subject to a known, fixed set of cost constraints." While the first three rounds of the SASS were conducted at 3-year intervals, budget constraints meant that the next round was delayed to 5 years later. Section 2 covers the main modeling and analysis features of this study, while section 3 provides a brief review of time series methodology in relation to the periodicity problem. Section 4 sets forth summary conclusions and recommendations, concluding with the suggestion that the NCES should consider adopting an alternating large and small sample design for the SASS with an appropriate full-sample periodicity (such as 6 years) together with a mid-period fractional-sample data collection at the halfway time between full sample data collections. Section 6 provides an extensive bibliography for the whole report. Part II has four sets of detailed appendix tables. Appendix A provides large-sample scenarios for public schools and four states; Appendix B provides an alternating large and small sample design. Appendix C provides similar scenarios for private schools, and Appendix D provides an alternating large and small sample design for private schools. (Contains 2 figures, 8 tables, and 54 references.) (SLD)

ED 416 245 TM 028 125

Hoffman, Lee
Customer Service Survey: Common Core of Data Coordinators. Working Papers Series.
PUB DATE- 97
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Coordination; *Data Collection; *Educational Finance; Elementary Secondary Education; Information Dissemination; *Response Rates (Questionnaires); *Surveys; Tables (Data); *User Needs (Information)
IDENTIFIERS- *Common Core of Data Program; *Customer Services; Early Estimates; National Public Education Financial Survey

In November 1995 staff from the National Center for Education Statistics sent a questionnaire about customer service to each of the Common Core of Data (CCD) coordinators who are responsible for the data reported annually on the CCD surveys. These surveys include the National Public Education Finance

ED 415 804 HE 030 955

Cress, Christine M.
Multiculturalism in the Classroom: Predictors of Faculty Efforts To Diversify Course Content. ASHE Annual Meeting Paper.
PUB DATE- 97
NOTE- 32p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (22nd, Albuquerque, NM, November 6-9, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Asian Americans; Black Teachers; Blacks; *College Faculty; *Course Content; Ethnic Groups; Higher Education; Institutional Characteristics; Institutional Environment; Intellectual Disciplines; Mexican Americans; Minority Group Teachers; Minority Groups; *Multicultural Education; National Surveys; Puerto Ricans; Racial Factors; Sex Differences; Teacher Background; Teacher Characteristics
IDENTIFIERS- *ASHE Annual Meeting; Higher Education Research Institute

Using data from the Higher Education Research Institute, this study sought to create a profile that would identify college faculty involved in creating a curriculum that is more inclusive on racial and ethnic issues and to identify individual and institutional factors that facilitate efforts toward multicultural course content. The study analyzed data from a 1995-96 national survey of college faculty that reported responses from 33,986 full-time college and university faculty members at 384 two-year colleges, four-year colleges, and universities. The dependent variable was the inclusion of readings on racial and ethnic issues; independent variables were personal characteristics, professional background, individual goals and attitudes, institutional characteristics, and perceptions of institutional values and goals. Among the findings were: Puerto Rican/American faculty were more than twice as likely as white faculty to include racial and ethnic readings in courses, followed by Mexican American/Chicano and African American/Black faculty. These groups were three to four times more likely to include such readings than Asian American/Asian faculty, a finding possibly related to the high numbers of Asian Americans in the physical sciences. Other findings indicated some gender differences and a greater effect of individual characteristics than institutional environments. (Contains 39 references.) (DB)

ED 415 805 HE 030 956

Eljamal, Melissa B.; Stark, Joan S.; Arnold, Gertrude L.; Sharp, Sally
Intellectual Development: A Complex Teaching Goal. ASHE Annual Meeting Paper.
PUB DATE- 97
NOTE- 35p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (22nd, Albuquerque, NM, November 6-9, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; Critical Thinking; Goal Orientation; Higher Education; *Intellectual Development; *Intellectual Disciplines; Introductory Courses; National

public production with private finance in higher education, user fees such as tuition and student fees are typical examples; (3) private production with government financing, which includes contracting out, deregulation, franchises, subsidies and grants, and vouchers; and (4) private production, which encompasses load-shedding (government stops providing the service) and divestiture (government sells its holdings to the private sector). (Contains 49 references.) (CH)

ED 415 821   HE 030 972

Inman, Patricia; Pascarella, Ernest
The Impact of College Residence on the Development of Critical Thinking Skills in College Freshmen. ASHE Annual Meeting Paper.
PUB DATE- 97
NOTE- 24p.; Paper presented at Annual Meeting of the Association for the Study of Higher Education (22nd, Albuquerque, NM, November 6-9, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Ability; *College Freshmen; *Commuting Students; *Critical Thinking; Higher Education; *On Campus Students; Outcomes of Education; Socialization; Student College Relationship; *Student Development; Student Experience; *Thinking Skills
IDENTIFIERS- *ASHE Annual Meeting; College Student Experiences Questionnaire; Collegiate Assess Acad Prof Crit Think Test

This study examined the critical thinking skills of resident and commuter students during the freshmen year, controlled for precollege background and ability. Differences in commuter and resident students' experience, particularly aspects of academic and social integration were also considered. The study sample was a subset taken from a national longitudinal study of factors influencing learning and cognitive development in college (sponsored by the National Center on Postsecondary Teaching, Learning, and Assessment). The sample consisted of 326 resident students and 316 commuter students attending 6 of the 18 institutions reported in the data. A precollege survey gathered information on student demographic and background characteristics. Students were tested on college entry using the Collegiate Assessment of Academic Proficiency (CAAP), and at the end of the freshman year with the CAAP reading comprehension, mathematics, and critical thinking modules. Additionally, measures of students' freshman-year experiences were derived from the College Student Experiences Questionnaire. No differences in critical thinking skill development were found between resident and commuter students during the first year of college. Findings suggest that students' out-of-classroom experiences and interactions can influence cognitive development during college. (Contains 50 references). (SW)

ED 415 822   HE 030 973

Forest, James J. F.
Ambiguity and Chance: An Alternative Perspective on Teaching and Learning. ASHE Annual Meeting Paper.
PUB DATE- 97
NOTE- 23p.; Paper presented at Annual Meeting of the Association for the Study of Higher Education (22nd, Albuquerque, NM, November 6-9, 1997).

in specific areas of interest. The subject index also has reference information to the appropriate ERIC Clearinghouse or support component to order publications. A list of addresses, telephone numbers, and Internet addresses for specific Clearinghouses is provided. (SWC)

ED 415 839 IR 018 690

Metallinos, Nikos
Aesthetic Theories of the Visual Communication Media Arts: Television.
PUB DATE- 97
NOTE- 24p.; Paper submitted for presentation at the Annual Conference of the International Communication Association--Visual Communication Division (47th, Montreal, Quebec, Canada, May 22-26, 1997). Paper is extracted from forthcoming book, "Television Aesthetics: Perceptual, Cognitive, and Compositional Bases."
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Aesthetics; *Cognitive Processes; *Communications; Foreign Countries; *Mass Media; *Perception; Programming (Broadcast); *Television; Television Research; Theater Arts; Visual Arts
IDENTIFIERS- Canada; *Composition (Art)

The scientific study of the visual communication media arts must be based on both general theories regarding these media and specific theories developed for each medium. Although it is possible that the delay in the development of vigorous scientific studies and empirical research findings in the visual communication media of television has caused the inevitable delay in the development of specific television aesthetic theories, this paper argues the exact opposite. Certain unique television aesthetic theories exist that can be further developed and used as the basis for the scientific study of the medium. This paper reviews the major developments in the evolution of aesthetics of the arts, relates these developments to the creation of distinctive media aesthetic theories, and examines the newly developed holistic theory of television aesthetics, which stems from the threefold study of perception, cognition, and composition of televised images. From the significant number of literary sources on media, primarily visual and auditory communication media such as theater, photography, film, radio, and television, a number of contemporary media aesthetics theories are emerging. The prominent media aesthetics theories arising from the literature of contemporary media include: traditional or philosophical; formalist; contextualist; empiricist; and semiotic. Perception, cognition, and composition are each a fundamental axis for the support of television aesthetics. (Contains 58 references.) (Author/SWC)

ED 415 840 IR 018 691

Metallinos, Nikos
The Transformation of the Biological Precepts into Mental Concepts in Recognizing Visual Images.
PUB DATE- 98
NOTE- 28p.; Paper presented at the 1998 Paper Competition of the Division of Production, Aesthetics, and Criticism of the Broadcast Education Association (Las Vegas, NV, April 3-6, 1998).

No. 98107.
PUB DATE- 98
NOTE- 254p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Children; Educational Games; Educational Resources; Elementary Education; Hearing Impairments; Internet; Learning Activities; *Library Extension; Library Planning; Public Libraries; Publicity; *Reading Materials; *Reading Programs; School Libraries; State Programs; *Summer Programs; Theater Arts; Visual Impairments; Young Children
IDENTIFIERS- Wisconsin

This manual is designed to help individual libraries in Wisconsin plan and implement their summer library programs. The manual is divided into six sections. Section 1 covers planning and promoting programs, and includes reproducible promotional materials, sample letters to parents, and sample media materials. Section 2 provides decorating and display ideas for the library and name tag designs. Section 3 provides programs and activities. It recommends general resource materials; talks about surfing the Internet; provides poetry, stories, and plays to perform; outlines storytime programs; and describes water-related activities and crafts. The majority of programs are aimed at young children. Section 4 provides giveaways and games, including clip art, puzzles and word games, mazes and coloring pages, and answer keys. Section 5 lists Wisconsin performing artists with a description of their performance type and contact information. Section 6 contains sources and resources, including resources for people who have hearing loss and/or visual disabilities and catalogs of companies that provide additional sources of materials and prizes. (SWC)

ED 415 858 IR 056 825

Vesper, Virginia, Comp.; Kelley, Gloria, Comp.
Criteria for Promotion and Tenure for Academic Librarians. CLIP Note #26.
PUB DATE- 97
NOTE- 143p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Libraries; *Academic Rank (Professional); Data Analysis; Evaluation Methods; Higher Education; Library Statistics; *Library Surveys; Occupational Mobility; Personnel Evaluation; *Promotion (Occupational); Questionnaires; *Tenure
IDENTIFIERS- *Faculty Status

This College Library Information Packet (CLIP) Note explores how faculty status affects librarians' promotion and tenure opportunities and the criteria at various institutions for defining librarians' status. In September 1995, a survey was sent to a group of 265 small and medium sized academic libraries, eliciting a response rate of 70% (n=185). The survey found that 35% of the responding institutions indicated that librarians were eligible for tenure and 61% were eligible for promotion. Librarians at public institutions were more often eligible for tenure than librarians at private institutions. In addition, the larger the institution, the more likely it is to grant tenure to librarians. Librarians with faculty status are more likely to be eligible for tenure than librarians with

ED 415 876 IR 056 846

Kostanski, Mary

Gila County Library District, Final Performance Report for Library Services and Construction Act (LSCA) Title VI, Library Literacy Program.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC. Office of Library Programs.

PUB DATE- 94

NOTE- 68p.; Contains some colored paper and light print, which may be difficult to duplicate.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Adult Basic Education; *Adult Learning; *Adult Literacy; Adult Students; Disabilities; English (Second Language); Federal Programs; Grants; High School Equivalency Programs; *Literacy Education; Public Libraries; Rural Areas; Second Language Instruction; *Tutoring

IDENTIFIERS- Library Services and Construction Act

The Gila Literacy Program, a project of the Gila County Library District (Miami, Arizona), involved recruitment, retention, coalition building, public awareness, training, rural oriented, basic literacy, tutoring, computer assisted, and English as a Second Language (ESL) programs. The project served a community of 10,000-25,000 and was targeted at the learning disabled, mentally disabled, pre-GED and GED, JOBS and JTPA, homebound, and English as a Second Language patrons. Tutoring was done one-on-one, in small groups, in classroom settings, and on the work site. The report compares actual accomplishments to stated goals and objectives, proposed versus actual expenditures by budget category, describes activities undertaken during the grant period, the library's role in the accomplishment of the goals and objectives, coordination with other organizations, name and locations of other sites whose facilities were used for the project, and the impact of the Federal project on the library's ongoing literacy program. Includes documents used to measure qualitative outcomes, recruitment brochures, evaluation report, survey forms, and newsletters. (SWC)

ED 415 877 IR 056 847

Rosenthal, Diane J.

The New York Public Library, Final Performance Report for Library Services and Construction Act (LSCA) Title VI, Library Literacy Program, October 1992-September 1993.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC. Office of Library Programs.

PUB DATE- 93

NOTE- 98p.; Contains some filled-in type.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Adult Basic Education; Adult Learning; *Adult Literacy; Adult Students; Federal Programs; Grants; Library Role; *Library Services; *Literacy Education; Public Libraries; Student Publications; Teachers; Tutoring; Volunteer Training; Volunteers; *Writing Instruction; Writing Processes; Writing Skills

IDENTIFIERS- Library Services and Construction Act; New York Public Library; Tutor Training

The Saturday Writing Workshop Course, a project of The New York comparison of actual accomplishments to goals and objectives set forth in the grant application; a comparison between proposed and actual expenditures; specific details of activities undertaken; the role the library played in the accomplishment of the goals and objectives; agencies and organizations that assisted in the project; and the impact of the federal project on the ongoing program of the library. Exhibits include: student and tutor assessment materials; and materials produced through the project, including descriptions of software developed by the CAL project, list of software programs and publishers, software recommendation checklist, newsletter, letter of support, and project director's resume. (SWC)

ED 415 894 IR 056 865

Deel, Rosemary
Lonesome Pine Regional Library, Final Performance Report for Library Services and Construction Act (LSCA) Title VI, Library Literacy Program.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC. Office of Library Programs.
PUB DATE- 93
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Education; Adult Learning; *Adult Literacy; Computer Assisted Instruction; Educational Cooperation; Federal Programs; Grants; Library Collection Development; Library Role; *Literacy Education; Mathematics Skills; Public Libraries; Publicity; Rural Areas; Tutoring; Tutors; User Needs (Information); Volunteer Training; Volunteers; Writing Skills
IDENTIFIERS- Library Services and Construction Act; Tutor Training

This final performance report provides project outcome information and data to the U.S. Department of Education for the federally-funded Library Literacy Program. The Lonesome Pine Regional Library (Wise, Virginia) conducted a project that involved recruitment, retention, public awareness, training, rural oriented programs, basic literacy, and tutoring programs. The project served a community of 100,000-200,000, and targeted adults who wanted to learn or to enhance reading and writing and/or math skills. The project used the Laubach tutoring method, with one-on-one and small group instruction. The project served 399 adult learners, provided 20,493 hours of direct tutoring service, and involved 86 volunteer tutors. The report provides a comparison of actual accomplishments to goals and objectives set forth in the grant application; a comparison between proposed and actual expenditures; specific details of activities undertaken; the role the library played in the accomplishment of the goals and objectives; agencies and organizations that assisted in the project; and the impact of the federal project on the ongoing program of the library. Includes a literacy services brochure and project evaluation forms. (SWC)

ED 415 895 IR 056 866

Hunt, Elaine
Blanchard Community Library, Final Performance Report for Library Services and Construction Act (LSCA) Title VI, Library Literacy Program.
SPONS. AGENCY- Office of Educational Research and Improvement

NOTE- 580p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Audiotape Recordings; *Bibliographic Records; Books; *Cataloging; Computer Software; Information Processing; Library Automation; Library Catalogs; Library Personnel; *Library Technical Processes; *Machine Readable Cataloging; Serials; Videotape Recordings
IDENTIFIERS- *Anglo American Cataloging Rules 2 Revised; *MARC

Machine-Readable Cataloging (MARC) is the dominant format for the bibliographic cataloging of all types of library materials. This source cross references "Anglo-American Cataloging Rules, 2nd ed., 1988 revision" (AACR2R), MARC tags/subfields, and interpretations for Library of Congress rules for each of the major media categories. This book brings together information about cataloging rules, various sources of rule interpretations, and the MARC coding standards. It is not meant to replace the rules, interpretations, or coding manuals, and it does not include every rule or MARC tag. The book teaches how to turn AACR2R rules into USMARC records, guiding the user through describing the work, linking it together with other works with the same author, subjects, etc., and providing access points--authors, titles, series, added names, added titles, and subjects--that will allow the users to find those cataloged works. Organized in a similar format to AACR2R--by media type--the book also examines reference sheets with searching hints and match criteria, the relationships between fields in the cataloging record, and ISBD (International Standard Bibliographic Description) punctuation. The book is divided into nine chapters: (1) "Introduction"; (2) "General Cataloging Steps"; (3) "Books"; (4) "Computer Files"; (5) "Serials"; (6) "Sound Recordings"; (7) "Videorecordings"; (8) "Tags"; and (9) "Access Points." Appendices include: MARC indicator table; end of field punctuation table; and sources of information table. Contains an index. (SWC)

ED 415 913 IR 056 884

DeCandido, GraceAnne A.
After the User Survey, What Then? Issues and Innovations in Transforming Libraries, No. 4. SPEC Kit 226.
PUB DATE- 97
NOTE- 34p.; Accompanying web site: http://www.arl.org/transform/us/index.html. Final report published as part of ARL SPEC Kit 205, see ED 376 834.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Libraries; Higher Education; Interviews; Library Facilities; Library Planning; Library Research; *Library Services; Needs Assessment; *Student Surveys; Teacher Surveys; Use Studies; *User Needs (Information); *User Satisfaction (Information)
IDENTIFIERS- Association of Research Libraries

This Systems and Procedures Exchange Center (SPEC) Kit reports on eight Association of Research Libraries (ARL) members that were interviewed in July and August 1997 about how they have addressed the results of user surveys conducted between 1992 and 1995. Although libraries have recognized the importance of

PUB DATE- 95
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Academic Persistence; College Faculty; College Housing; *Community Colleges; Educational Finance; Educational Research; Enrollment; Environmental Education; Group Membership; Immigrants; Nontraditional Students; *School Demography; *Statistical Analysis; Student Financial Aid; Tables (Data); Transfer Students; *Two Year College Students; Two Year Colleges
IDENTIFIERS- *American Association of Community Colleges

This collection of 11 abstracts presents research findings and data on students and colleges in The American Association of Community Colleges (AACC). The documents provide information regarding percentage of community colleges by enrollment category and type of college in 1993, the number and percent of community colleges offering student housing in 1992, persistence of transfer students to the baccalaureate degree, the role of community colleges in the education of high school sophomores, AACC membership profiles, training students to save the environment, older students in community colleges, college revenues and expenditures, faculty, community college enrollment, recent immigrants in the United States, and student financial aid. (YKH)

ED 415 932 JC 980 094

Maxwell, Martha
The Role of Counseling in a Comprehensive Developmental Program for Post-Secondary Students.
PUB DATE- 97
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; At Risk Persons; Basic Skills; Career Counseling; Career Planning; Community Colleges; Counseling Services; *Counselor Attitudes; Counselor Role; *Developmental Studies Programs; *Educational Counseling; Group Counseling; *High Risk Students; Higher Education; Individual Counseling; Outreach Programs; *School Counseling; Self Concept; *Self Efficacy; Self Motivation; Student Motivation; Study Skills; Test Wiseness; Time Management; Two Year Colleges

This document asserts that counselors in comprehensive development programs for postsecondary students must provide personal, academic, and career development guidance. Developmental students often possess problems such as cultural conflict, skills deficiency, lack of motivation, and unrealistic expectations. Due to negative educational experiences in the past, many of them won't seek help. Successful programs must integrate counseling with teaching, and must have a highly structured, easily accessible, and preventative format. Counselors must work with faculty and staff to provide mentoring programs, informal student "support" groups, and credit courses in social, academic, and career planning. They should also act as intermediaries between teachers and students and help provide a nurturing environment where students can value themselves and feel confident in their academic abilities. Contains 25 references. (YKH)

DC, April 3-6, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Caregiver Child Relationship; Caregiver Role; *Child Behavior; *Child Caregivers; Day Care Centers; Family Influence; *Labor Turnover; *Predictor Variables; *Preschool Children; Preschool Education; Sex Differences; Socioeconomic Influences
IDENTIFIERS- *Caregiver Turnover

This study examined the effects of caregiver stability on children's behavior in day care centers during a period of caregiver turnover. A total of 25 children, ages 2-5 years, in 7 day care centers who encountered caregiver turnover participated in the study. Baseline and turnover observations were conducted and scored, and correlated with demographic and family variables. Results showed no main effects of the turnover event on children's behavior. However, the findings suggested that temperamentally persistent, less emotional children, who spent more time in care, who had sensitive, responsive, and nonrestrictive caregivers, and who came from less disorganized home environments with more highly educated parents showed better adaptation and functioning during caregiver turnover in day care than their peers. The results also suggested that girls adapted more easily than boys. The findings underscore the link between home and day care contexts and how the characteristics of the home ecology bear on children's adaptation to day care. (MDM)

ED 415 952 PS 025 496

Kuther, Tara L.
The Effects of Victimization on Coping Processes in Suburban Early Adolescents.
PUB DATE- 97
NOTE- 9p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (62nd, Washington, DC, April 3-6, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Coping; *Early Adolescents; Emotional Adjustment; Intermediate Grades; Junior High School Students; Junior High Schools; Parochial Schools; *Victims of Crime; *Violence

This study examined developmental differences in rates of victimization by community violence and associated coping processes in 123 sixth, seventh and eighth graders from a parochial school in a small Connecticut city. Subjects completed the Youth's Exposure to Community Violence questionnaire and the Ways of Coping questionnaire. Results indicated that the majority of subjects experienced at least one incident of victimization within the past year, including hitting, chasing, mugging, or wounding. Victims reported more use of each coping process than nonvictims, reflecting emotion-based (self-control, escape avoidance) and problem-based efforts (confrontative coping, planful problem solving, positive reappraisal, accepting responsibility). Results suggest that the experience of being a victim of community violence pushes students to try new strategies to cope with the stress of the incident. (JPB)

ED 415 953 PS 025 597

Readiness for Kindergarten: What Does It Mean? A Review of Literature in Response to a Request by Assemblymember Kerry Mazzoni.
PUB DATE- 97
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Age Grade Placement; Cognitive Development; Developmental Stages; Early Childhood Education; Educational History; Educational Legislation; Emotional Development; *Kindergarten; Kindergarten Children; Learning Readiness; *School Entrance Age; *School Readiness; Standardized Tests; Student Adjustment; Student Placement
IDENTIFIERS- *California; California Education Code; Delayed School Entry; Developmental Readiness; Developmental Testing

In response to California Legislation that would change the cut-off for the minimum 5-year entrance age from December 2 to September 1, this paper reviews the literature discussing the appropriate age for beginning school. The review includes a brief history of kindergarten and its place in California law; discusses the possible impact of the proposed legislation upon California's demographic issues; and summarizes major theories of childhood development and relates them to kindergarten readiness. The review groups and characterizes the literature according to the effect of school entrance age upon scholastic achievement. The literature's consideration of other factors such as gender, socioeconomic status, preschool attendance, and influences of teachers' perceptions and methods is reported. The review also considers trends evident in the literature, such as an increasingly academic kindergarten curriculum, increasing emphasis on testing, and growing parental sentiment for delaying school entry. The review lists California programs such as the CalWORKS welfare program, the Class Size Reduction Initiative, year-round schools, the Standardized Testing and Reporting Program, and universal publicly funded preschool as programs that would be affected by altering the entrance age. Two appendices list characteristics of kindergarten admission in other states and summarize specific studies. (Contains 155 references.) (AB)

ED 415 970 PS 026 149

Herron, Ron
Getting Along with Others: An Activity Book. Charts and Tips To Help You Teach Social Skills to Children and Reward Their Good Behavior. Grades Pre K-6.
PUB DATE- 96
NOTE- 30p.; Teacher's Choice Award winner for 1997 from "Learning Magazine."
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Education; Elementary School Students; Experience Charts; Instructional Materials; *Interpersonal Competence; Learning Activities; Parent Child Relationship; Parent Materials; *Parents as Teachers; Preschool Children; Preschool Education; *Prosocial Behavior; *Social Development

Noting that children need to learn to cooperate with peers, older children, adults, and parents, this activity book presents 30 charts to help parents help their children learn and practice social skills. The illustrations, coloring activities, and rewards for parents to offer are designed to keep children education and reproductive health care in developing countries and attending to the need for harmony between work and family obligations in developed countries. (KB)

ED 415 989 PS 026 173

Fiene, Richard
Unannounced vs. Announced Licensing Inspections in Monitoring Child Care Programs.
PUB DATE- 96
NOTE- 6p.; Contains filled print.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Certification; Comparative Analysis; *Compliance (Legal); *Day Care; *Day Care Centers; Early Childhood Education; *Inspection; Quality Control; *Standards
IDENTIFIERS- Day Care Licensing; Day Care Licensing Agencies; Day Care Quality; Day Care Regulations

Conducted by the Pennsylvania Office of Children, Youth and Families, this study compared findings of unannounced and announced licensing inspections of child care centers and homes. A statewide random sample of 377 child care centers and homes were selected to be reviewed through an unannounced inspection. All had been inspected within the previous 6 months through an announced visit. Programs were matched and compared from the announced to the unannounced inspections with regard to the number of noncompliance violations of state child care regulations. The dependent measure was discrepant citations, defined as the center or home being in compliance with a specific regulation at the announced inspection but out of compliance with the same regulation at the unannounced inspection. Results indicated that there was a statistically significant number of discrepant citations related to caregiver-child ratios, protective electrical covers, toxics, building surfaces, play equipment, and medication/diets. Further analyses revealed that highly compliant providers did not show the highly discrepant citations related to violations of child care regulations between announced and unannounced inspections, but all the highly discrepant citations occurred with the low compliant providers. The study concludes that conducting unannounced inspections is a worthwhile practice by state licensing professionals, but conducting unannounced inspections on all providers indiscriminately is not a good use of limited state resources. (KB)

ED 415 990 PS 026 174

Schmitt-Stegmann, Astrid
Child Development and Curriculum in Waldorf Education.
PUB DATE- 97
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Development; *Developmental Stages; Early Childhood Education; Educational Theories; Elementary Secondary Education; Individual Development; Problem Solving; *Self Concept; Teaching Methods; Theory Practice Relationship
IDENTIFIERS- Steiner (Rudolf); *Waldorf Educational Theory; Waldorf Schools

Every educational theory has behind it a particular image of human beings and their development that supports a particular society and not allowing professionals to define children's identity. The paper contains several specific suggestions directed to help parents of biracial children, including: (1) be open about racial differences; (2) be open about your child's differences; (3) advocate for your child; (4) develop positive relationships with the extended family; (5) expose your children to your personal cultural heritage; (6) have mixed-race friends; (7) help your children fill out government forms (with questions that address race); and (8) be careful about interjecting race and ethnicity when solving problems. (KB)

ED 416 006 PS 026 210

Wardle, Francis
The Rights and Responsibilities of Interracial Families.
PUB DATE- 89
NOTE- 9p.; Typescript with occasional pen/pencil corrections.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Family (Sociological Unit); *Parent Responsibility; *Parent Rights; Parent Role; *Parents; Racial Factors
IDENTIFIERS- Biracial Children; *Biracial Family; Family Responsibility; Family Rights; Interracial Children; *Interracial Family; Mixed Race Persons

In view of the increasing number of interracial relationships and families, and the concomitant emphasis on religious, cultural, racial, ethnic, and national identity (and their contribution to pride, self awareness, and community), this paper examines the rights and responsibilities of interracial families to challenge the emerging trend toward cultural nationalism and ethnic pride and respond to the increasing racism. The paper identifies several rights of interracial families, including: (1) the right to live according to personal beliefs as long as the beliefs are not immoral or illegal; (2) the right to not be intimidated by people pursuing their own political or social agenda; (3) the right to determine what is best for personal happiness and development; (4) the right to live and raise families without prejudice and harassment; and (5) the same rights as all other American parents. The responsibilities of interracial families are identified as: (1) to recognize the enormity of the decision to marry interracially; (2) to not retreat from society; (3) to not support any form of prejudice or be drawn into causes that perpetuate division and hatred; (4) to give children the courage and tools to be successful in fighting institutional and personal racism; (5) to reject efforts to make them feel guilty; (6) to affirm the normalcy of their situation; and (7) to raise children with a clear and proud sense of a biracial or multiracial identity. (KB)

ED 416 007 PS 026 211

Olsen, Darcy
The Advancing Nanny State: Why the Government Should Stay Out of Child Care. Policy Analysis No. 285.
PUB DATE- 97
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Day Care; Day Care Effects; Early Childhood

with wooden unit and hollow blocks to foster a variety of math, science, language, and social skills. Following an introduction to the curriculum and a discussion of cooperative learning and stages of block building, the guide is divided into three parts. Part 1 of the guide, "Unit Block Curriculum," contains 12 activities using unit blocks. This part also presents the block assortment needed to complete all the activities. Part 2, "Hollow Blocks," contains 21 activities using hollow blocks and other materials. Part 3, "Unit and Hollow Blocks," contains 16 activities combining unit and hollow blocks and other materials. For each activity, information is provided on the specific blocks and other materials needed, the objective of the activity, steps to implement the activity, areas of the preschool curriculum addressed in the activity or the skills developed, and for some activities, suggestions for enrichment. (KB)

ED 416 026 PS 026 239

Arkansas Safe Kids Are No Accident! Healthy Children Handbook. (Third Edition).
SPONS. AGENCY- Arkansas State Dept. of Human Services, Little Rock.
PUB DATE- 97
NOTE- 177p.; For 1995 edition, see ED 408 111.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; Caregiver Child Relationship; Child Abuse; Child Caregivers; Child Development; *Child Health; Cleaning; Communicable Diseases; Day Care; Day Care Centers; Dental Health; Disease Control; Early Childhood Education; First Aid; Foods Instruction; Health; Health Promotion; Hygiene; Injuries; Nutrition; Prevention; Risk Management; *Safety; Sick Child Care; Staff Development; State Standards; *Young Children
IDENTIFIERS- *Arkansas; *Child Safety

This handbook gives Arkansas child care providers current information on child and caregiver health, child illness, and development. The 16 chapters are: (1) "Child Growth and Development," on typical development from birth through 6 years; (2) "Children's Health Histories, Physical Exams and Immunizations," including immunization requirements and regulations for reporting communicable diseases; (3) "Nutrition," focusing on balanced diets; (4) "WIC (Women, Infants, and Children)," describing this nutrition program; (5) "Dental Health," with a focus on preventive dental care for young children; (6) "Preparing, Handling and Storing Food," including guidelines for purchasing food; (7) "Preventing Injuries," dealing with both indoor and outdoor areas; (8) "Preventing Illness," on procedures to prevent the spread of illness, guidelines for excluding children from child care, and typical infant illness; (9) "Preventing Communicable Diseases," describing for each communicable disease its symptoms, incubation and communicable periods, treatment, and prevention; (10) "Quick Guide to Communicable Diseases Chart," outlining for 21 diseases their incubation and communicable periods, symptoms, minimum isolation periods, and control measures; (11) "Regulations Relating to Spread of Disease," describing Arkansas' day care regulations; (12) "Reporting Communicable Diseases," outlining reportable diseases; (13) "HIV/AIDS

Projects (grants to 195 teachers of up to $500 for innovative learning projects); (2) Partnerships in Education, promoting cooperative links between schools and businesses or community organizations; (3) Read Aloud West Virginia (enrichment activities such as Readers in the Schools and book distribution); (4) Business Council for Education, consisting of businesses committed to improving educational quality in West Virginia; (5) Working on Wellness, supporting school programs and activities that promote student health; (6) Education Policy Research Institute, conducting educational research, evaluation, and policy analysis; (7) Ashland Inc. Day on Campus; (8) parent involvement awards; and (9) Tech Corps-West Virginia, supporting technology integration in the classroom. Also included are a financial statement, schedule of functional expenses, photographs, and lists of contributors and board of directors. (SV)

ED 416 044   RC 021 370

Henton, Mary
Adventure in the Classroom: Using Adventure To Strengthen Learning and Build a Community of Life-Long Learners.
PUB DATE- 96
NOTE- 249p.; Published by Kendall/Hunt Publishing Company, Dubuque, IA.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Adventure Education; Class Activities; *Classroom Techniques; *Cooperative Learning; Educational Principles; Educational Strategies; Elementary Secondary Education; *Experiential Learning; Group Dynamics; *Integrated Curriculum; Performance Contracts; Teamwork; Units of Study
IDENTIFIERS- *Learning Communities; Project Adventure; Reflection Process

This book aims to introduce teachers and other educational practitioners to the concepts, operating principles, and teaching strategies of the adventure in the classroom (AITC) model. Adventure involves more than equipment, risk taking, or the outdoors. Adventure is a matter of significance, support, stimulation, and satisfaction--characteristics of quality education. The AITC model asks teachers to look beyond the appearance of adventure to these four qualities and to address them in classroom endeavors. Section 1 of the book describes the model, provides background on Project Adventure's history and development of AITC, and describes the context within which the model works--the community of adventure learners. Section 2 describes the theory and practice of three operating norms that are the foundation of AITC and guide the adventure learning community. These are: (1) the experiential learning cycle (activity, reflection, generalizing and abstracting, and transfer of learning); (2) challenge by choice (students choose to commit to challenging academic and personal goals); and (3) the full value contract (be here, be safe, set goals, be honest, and let go and move on). Section 3 outlines four primary strategies as vehicles of instruction: adventure activities, processing, team learning and teaching, and integrated curriculum. Appendices describe adventure activities for the classroom and sample units of study. Contains 90 references and descriptions of Project Adventure services and publications. (SV)

ED 416 062 RC 021 391

McDonough, Luke; Blady, Rush; Hermetz, Michael
Utilizing Experientially Based Programming in an Urban Day School/Day Treatment Setting.
PUB DATE- 96
NOTE- 7p.; In: Spawning New Ideas: A Cycle of Discovery; see RC 021 376.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Behavior Disorders; *Camping; Day Schools; Elementary Secondary Education; Emotional Disturbances; *Experiential Learning; *High Risk Students; Special Education; *Special Schools; *Youth Programs
IDENTIFIERS- *Pressley Ridge Day School PA; Reeducation Treatment

This paper describes the Pressley Ridge Day School (Pittsburgh, Pennsylvania) for emotionally disturbed/behavior disordered children and youth between the ages of 6 and 21. The physical plant, staff, programs, curriculum, and student eligibility and population are briefly described. Using the philosophy and Re-Education Model developed by Nicholas Hobbs and Campbell Loughmiller, Pressley Ridge operates an experientially-based curriculum component as an additional education resource and treatment intervention. Within the classroom, experiential education staff use experiential approaches and activities to help students build a group culture using group process. Twice each school year, students and teachers from each classroom (with assistance from an experiential education facilitator) plan and execute a 5-day camping trip to the school's own campsite. Group process contributes greatly to the quality of student experience at camp. Back in school, students' camp experiences are applied in positive ways to improve group functioning in the classroom, school, and community. The purpose of this program component is to utilize shared group experiences to foster individual growth through development of group identity and cohesiveness. The camping experience is briefly described. (SAS)

ED 416 063 RC 021 392

Ringer, Martin
Developing a Profession: A Preliminary Analysis of the Need for University Based Training for Adventure Therapists in Australia.
PUB DATE- 96
NOTE- 8p.; In: Spawning New Ideas: A Cycle of Discovery; see RC 021 376.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adventure Education; College Programs; Course Content; *Educational Needs; Experiential Learning; Foreign Countries; Higher Education; Needs Assessment; *Professional Education; *Therapists
IDENTIFIERS- *Adventure Therapy; *Australia

This paper summarizes research to ascertain the need for university-based courses in adventure therapy in Australia. Three main sources of data were examined: questionnaires; a literature review; and anecdotal data such as unstructured interviews, personal conversations, and e-mail. Questionnaires were completed by 25 persons: 19 Australians and 6 from other using Graphic Calculators" (T.E.A. Cedillo); (19) "Emergence of Novel Problem Solving Activity" (V. Cifarelli); (20) "NESB Migrant Students Studying Mathematics: Vietnamese Students in Melbourne and Sydney" (P.C. Clarkson and L. Dawe); (21) "Young Children's Concepts of Shape" (D.H. Clements, J. Sarama and S. Swaminathan); (22) "Learning from Distributed Theories of Intelligence" (P. Cobb); (23) "Australian and Indonesian Student Teacher Beliefs about Mathematics and Performance on a Classic Ratio Task" (J. Conroy and B. Perry); (24) "The Transition from Arithmetic To Algebra: A Cognitive Perspective" (G.M. Boulton-Lewis, T.J. Cooper, B. Atweh, H. Pillay, L. Wilss and Mutch); (25) "A New Approach for Intelligent Tutoring Systems: An Example for Statistical Activities" (G. Bueno and C.A. Cuevas); (26) "Early Development of Algebraic Representation Among 6-13 year-old Children: The Importance of Didactic Contract" (L.A.P. Brito and F. Jorge-Tarcisio Da Rocha); (27) "The Affective Domain in Mathematical Problem-Solving" (V.A. DeBellis and G.A. Goldin); (28) "Creating a Shared Context: The Use of a Multimedia Case in a Teacher Development Course" (H.M. Doerr, K. McClain, and J. Bowers); (29) "Triple Approach: A Theoretical Frame To Interpret Students' Activity in Algebra" (T.-P Drouhard and C. Sackur); (30) "When Does a Way of Working Become a Methodology" (J. Duffin and A. Simpson); (31) "Development of Seventh-Grade Students' Problem Posing" (L.D. English); (32) "A Close Look at the Use of Mathematics-Classroom-Situation Cases in Teacher Education" (R. Even and Z. Markovits); (33) "Action-Based Strategies in Advanced Algebraic Problem Solving" (P.L. Ferrari); (34) "Tacit Mechanism of Combinatorial Intuitions" (E. Fischbein and A. Grossman); (35) "Shadows on Proof" (F. Furinghetti and D. Paola); (36) "Perpendicular Lines--What is the Problem? Pre-service Teachers' Lack of Knowledge o

ED 416 084 SE 061 121

Pehkonen, Erkki, Ed.
Proceedings of the Conference of the International Group for the Psychology of Mathematics Education (21st, Lahti, Finland, July 14-19, 1997). Volume 3.
PUB DATE- 97
NOTE- 336p.; For Volumes 1-4, see SE 061 119-122.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Communications; *Educational Change; *Educational Technology; Elementary Secondary Education; Foreign Countries; Higher Education; *Mathematical Concepts; Mathematics Achievement; *Mathematics Education; Mathematics Skills; Number Concepts
IDENTIFIERS- *Psychology of Mathematics Education

The third volume of the proceedings of 21st annual meeting of the International Group for the Psychology of Mathematics Education contains the following papers: (1) "Graphics Calculators Use in Precalculus and Achievement in Calculus" (P. Gomez and F. Femandez); (2) "Tapping into Algebraic Variables through the Graphic Calculator" (A. Graham and M. Thomas); (3) "Collaborative Mathematical Reasoning in an Inquiry Classroom" (B. Graves and V. Zack); (4) "Working from the Inside with Theory from the Outside" (U. Hanley and T. Hardy); (5) "Gender Difference and Their Relation To Mathematics Classroom Context" (M. Hannula and M.-L. Malmivuori); (6) "Are Lawyers-Prey To Probability Misconceptions Irrespective of Mathematical Education?" (A. Hawkins and P. Hawkins); (7) "An Expression of the Idea of Successive Refinement in Dynamic Geometry

Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Mediated Communication; Computer Uses in Education; *Educational Technology; Elementary Secondary Education; Mathematics Activities; Mathematics Education; Mathematics Instruction; Teaching Methods; *Teleconferencing

One of the major goals of mathematics education reform efforts is for students to become more confident in their abilities. This paper suggests that computer conferencing provides a way to change classroom practice so that students can work together in a self-paced manner that builds self-esteem and confidence in mathematics. A pedagogical technique that employs computer conferencing as a vehicle for the delivery of mathematics instruction is described. The software employed is a platform that can be used in a classroom, in an entire school, or at greater distances such as throughout a school district. Information on computer conferencing is presented and the benefits of computer conferencing in the mathematics classroom are discussed. Examples of classroom math games using computer conferencing such as, "Math Bingo," "Puzzle," and "Treasure Hunt" are included. (ASK)

ED 416 104 SE 061 472

Keiser, Kellie K.; Nelson, Jennifer E.; Norris, Norma A.; Szyszkiewicz, Stephen
NAEP 1996 Science Cross-State Data Compendium for the Grade 8 Assessment. Findings from the National Assessment of Educational Progress for the State Science Assessment.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 98
NOTE- 121p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Academic Standards; Educational Change; *Grade 8; Hands on Science; Junior High Schools; *National Competency Tests; Problem Solving; *Science Education; Science Process Skills; Sex Differences; *Standardized Tests; *Student Evaluation; Tables (Data)
IDENTIFIERS- National Assessment of Educational Progress; *State Science Assessment (NAEP)

This compendium presents eighth grade cross-state results of the National Assessment of Educational Progress (NAEP) 1996 state assessment in science along with national and regional results from the NAEP 1996 National Assessment in science without interpretations of the data. Tables of cross-state information for the variables discussed in the NAEP 1996 Science Report Card for the Nation and States and the NAEP 1996 Science State Report are included. This document is intended as a companion to the Science Report Card and the Science State Report. The results for the nation and regions of the country are based on the nationally and regionally representative samples of public and nonpublic school students assessed as part of the national NAEP program. Chapter 1 presents the results for the nation, the four regions, and the participating jurisdictions in the context of the overall average science scale scores and scale scores for the fields of science and the type of school. Chapter 2 presents scale score information for selected population subgroups. Chapters 3 through 7 contain results broken down by background information collected from students, teachers, and school characteristics. (DDR)

ED 416 105 SO 026 185

IDENTIFIERS- *Bloomington Normal Black History Project

This paper presents an expanded lesson plan for "The Bloomington-Normal Black History Project." This is a revised and expanded version of one of the six items that constituted the earlier work. The objectives are to analyze a primary source document, recognize the importance of individuals who made a difference in community history, and understand the significance of the past in shaping present attitudes. The paper presents a synopsis of the James A. Chase et al. v. David Stephenson et al. (1874) case addressing desegregation in the schools. Also addressed are community values and social institutions, as well as conflict resolution of human rights issues. Copies of newspaper articles related to the case and documents pertaining to the court ruling are a part of the lesson plan. (EH)

ED 416 127 SO 027 626

Johnson, Diane Nagel; Adomanis, James F.
High School Core Learning Goals: Social Studies.
PUB DATE- 96
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; High Schools; Political Science; *Social Studies; State Curriculum Guides; State Departments of Education; *State Standards; *United States Government (Course); *United States History; *World History
IDENTIFIERS- Goals 2000; *Maryland

This document presents recommendations of the Social Studies Content Team appointed by the State Superintendent of Schools of Maryland to define core learning goals in government, U.S. History, and world History. The learning goals are to serve as the basis of high school assessment. To obtain a high school diploma in Maryland, students will have to demonstrate proficiency in each of these subjects, as well as in the disciplines of science, mathematics, and English. The goals connect with the "Goals 2000" reform at the national level and adapt the national standards in civics and government and history to the framework of curricula in Maryland schools. Besides identifying goals in the content areas, information is presented in the context of high school assessment, the format of the learning goals, and the context of the social studies learning goals. The appendices offer a correlation chart on the relationship of the social studies core learning goals to skills for success and a listing of the membership of the Social Studies Content Team. (EH)

ED 416 128 SO 027 636

Birdsall, Nancy, Ed.; Sabot, Richard H., Ed.
Opportunity Foregone: Education in Brazil.
PUB DATE- 96
NOTE- 566p.; This volume originated from the symposium, "Education, Economic Growth, and Inequality in Brazil," (Rio de Janeiro, Brazil, from March 24-27, 1991).
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Education; Cross Cultural Studies;

Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Asian Studies; Course Content; Course Descriptions; Ethnic Groups; *Females; Foreign Countries; *Global Education; High Schools; *Indians; Interdisciplinary Approach; Multicultural Education; Non Western Civilization; Religion Studies; Social Studies; *World Literature
IDENTIFIERS- *India

This unit, intended for high school use, examines the role of women in India as portrayed in selected literature. The books used include: (1) "Women in India: Two Perspectives" (Doranne Jacobson; Susan S. Wadley); (2) "Through Indian Eyes, Volume 1. The Wheel of Life" (Donald J. Johnson, Ed.; Jean E. Johnson, Ed.); (3) "Nectar in a Sieve" (Kamala Markandaya); (4) "Jasmine" (Bharati Mukherjee); and (5) "May You Be the Mother of a Hundred Sons" (Elisabeth Bumiller). Suggested questions to focus each reading are provided. (EH)

ED 416 153 SO 028 140

Dickler, Paul
India. Fulbright-Hays Summer Seminar Abroad 1994 (India).
PUB DATE- 94
NOTE- 98p.; For other Fulbright-Hays Summer Seminar Abroad 1994 reports, see SO 028 135-143. Some pages may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Asian Studies; Democracy; Ethnic Groups; Foreign Countries; *Global Education; Higher Education; *Indians; *International Relations; Multicultural Education; *Politics; Religion Studies; Secondary Education
IDENTIFIERS- *India

This curriculum packet on politics and international relations in India contains an essay, three lessons and a variety of charts, maps, and additional readings to support the unit. The essay is entitled "India 1994: The Peacock and the Vulture." The lessons include: (1) "The Kashmir Dispute"; (2) "India: Domestic Order and International Affairs, A Role Playing Activity"; and (3) "Defining Democracy: India, A Case Study." (EH)

ED 416 154 SO 028 141

Benedict, Edward S.
India Culture Box. Fulbright-Hays Summer Seminar Abroad 1994 (India).
PUB DATE- 94
NOTE- 25p.; For other Fulbright-Hays Summer Seminar Abroad 1994 reports, see SO 028 135-143. pages may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Active Learning; *Asian Studies; *Course Content; Course Descriptions; Culture; Elementary Secondary Education; Ethnic Groups; Foreign Countries; *Global Education; *Indians; Interdisciplinary Approach; Multicultural Education; Religion Studies
IDENTIFIERS- *India

This packet describes how a culture kit can be used to engage students in active learning. While using the kit and poster lessons, students will improve their skills of observation, valuing and analysis. Activities include: (1) a "What is it?"

Worthington Estates Elementary" (Tom Adams, Rosario Galarza, Kathy Nalle, and Lisa Westhoven, with Kathy Barkhurst, Kathy Davenport, and Sue Knuebel. (Contains an appendix with list of PDS Publications and Conference Presentations, an index, and 86 references.) (LH)

ED 416 177 SP 037 659

Nisivoccia, Joseph Dominick
An Educational Model To Enhance Sportsmanship of Male High School Athletes during Interscholastic Athletic Events.
PUB DATE- 97
NOTE- 104p.; Ed.D Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Adolescents; *Athletics; Attitudes; *Behavior Problems; Data Collection; Ethics; *High School Students; High Schools; *Males; Physical Education; Questionnaires; Self Control; Sport Psychology; *Sportsmanship; *Values

A solution for high school male athletes who demonstrate unsportsmanlike behavior during competition is discussed. In recent years, there has been an increase in unsportsmanlike conduct among high school athletes, including the use of profanity and obscene gestures, public expressions of dissatisfaction, negative comments, incidents of vandalism, on-court scuffles, and violent occurrences. Data gathered from a pre-test showed that male athletes had a low level of knowledge of the importance of sportsmanlike behavior and that many lacked an ethical code of behavior. Expected outcomes for 30 targeted male athletes from five different teams were: (1) 15 out of 30 athletes will score at least 75 on the post-test; (2) a decrease of warnings, fouls, and technical fouls by one third; (3) a decrease of disqualifications and suspensions by one half, and (4) an increase in the conference sportsmanship average for at least three of the five teams. To achieve these objectives a 32-week Sportsmanship Educational Model was implemented which educated the athletes and held them responsible for their behavior. After implementation of this program, three out of the four outcomes were achieved. Specific recommendations, including the establishment of a moral and ethical code in athletic programs, are given. (LH)

ED 416 178 SP 037 666

Gootman, Marilyn E.
The Caring Teacher's Guide to Discipline: Helping Young Students Learn Self-Control, Responsibility, and Respect.
PUB DATE- 97
NOTE- 203p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Anger; Behavior Problems; Child Abuse; Child Neglect; Classroom Communication; Classroom Environment; *Classroom Techniques; *Discipline; Elementary Secondary Education; Emotional Problems; *Self Control; Self Management; Teacher Expectations of Students

This guide discusses an approach to discipline which focuses on student self-control as opposed to external control imposed by the teacher. After "Introduction: Caring Teachers Can Make a training; and conspicuous administrative support. (Contains 20 references.) (Author/SM)

ED 416 194 SP 037 765

Wheeler, Nedra; Agruso, Ramona
Kentucky and Missouri School Improvement Models.
PUB DATE- 97
NOTE- 11p.; Paper presented at the Summit on Education (Nashville, TN, June 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Decentralization; *Educational Change; Elementary Secondary Education; Faculty Development; *Participative Decision Making; Problem Solving; Public Schools; *School Based Management; School Restructuring; Student Educational Objectives; Teacher Improvement; Teachers
IDENTIFIERS- Kentucky; Missouri; New York

The Kentucky Education Reform Act of 1990 mandates radical changes in curriculum, finances, and governance for all Kentucky schools and requires that all schools implement school-based decision making (SBDM). SBDM involves a cooperative problem solving approach to operational decisions. New York's Johnson City school district developed an outcomes-driven decision making (ODDM) model. The model combines what research indicates about good teaching, learning, and administration to promote outstanding student achievement. The model is a system of shared beliefs based on participation, deliberation, and discussion by all professional staff through consensus. It is driven by the mission that all students will learn. Johnson City school district personnel provide ODDM training for teachers and administrators. Data from Johnson City schools indicate that student achievement improved when using the ODDM. Springfield, Missouri's Board of Education approved use of the ODDM model as part of a strategic plan. School and community partners received training to teach other adults the ODDM process, which they then took back to their schools, thus ensuring that ODDM would be commonly used throughout the district. Strengths of both the ODDM model and the Springfield model rest in the staff and patron training components for achieving desired outcomes through shared decision making practices. (Contains 15 references.) (SM)

ED 416 195 SP 037 766

Wheeler, Nedra; Agruso, Ramona
Implementing School Centered Decision Making.
PUB DATE- 96
NOTE- 9p.; Paper presented at the Summit on Education (Nashville, TN, June 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Administrator Role; *Decentralization; Educational Change; Elementary Secondary Education; Faculty Development; Leadership; *Participative Decision Making; *Principals; Public Schools; *School Based Management; Student Educational Objectives; Teacher Improvement; Teachers
IDENTIFIERS- Kentucky; Missouri; New York

This paper describes conditions and processes involved in how the process can be improved that is becoming the future of the human race. (Contains 20 references.) (Author)

ED 416 211 TM 028 062

Reeves, Edward; Grubb, Deborah
Spatial Analysis of Kentucky Assessment Results, Social and Economic Indicators.
PUB DATE- 97
NOTE- 25p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Memphis, TN, November 12-14, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Accountability; Bias; *Community Characteristics; Context Effect; *Educational Assessment; Educational Change; Effective Schools Research; Elementary Secondary Education; *Geographic Regions; Poverty; Regression (Statistics); School Districts; *Socioeconomic Status; State Programs; Testing Programs
IDENTIFIERS- Educational Indicators; High Stakes Tests; *Kentucky; Kentucky Educational Assessment Program; Mapping; Reform Efforts; *Spatial Analysis

In Kentucky, high stakes assessment of schools and school districts resulting from the state's educational reform initiative raises the issue of fairness. Should educational officials and teachers be held accountable for student performance despite vast differences in the socioeconomic conditions of the surrounding communities when extensive research shows community context affects student performance to a substantial degree? In this paper, a method is presented for assessing educational performance that corrects for community contextual factors. The issues of high stakes accountability and effective schools research are also discussed. The method relies on spatial analysis, a technique developed by geographers that entails mapping the standardized residuals from a regression analysis to find county school districts in which student performance is greater than expected, and less than expected, net of community context. Use of this procedure, it is argued, lessens possible bias in the Kentucky assessment results and helps allay concerns over unfairness in the state's accountability system. The procedure can be modified for a school-to-school analysis, although the mapping task would be more exacting in its smaller scale. Analysis of such spatial maps will allow educators to locate pockets of excellence and begin action research to identify particularly effective practices. An appendix discusses community level socioeconomic variables. (Contains 1 figure, 1 table, and 39 references.) (Author/SLD)

ED 416 212 TM 028 064

Golden, Anthony J.
Program for Area Concentration Achievement Testing.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 97
NOTE- 129p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

strategic planning process. This technique for describing communication patterns and examining boundary spanning roles can be used for program monitoring in other settings, including educational arenas. An appendix presents the evaluation survey, which asks staff members to list the people they most frequently contacted during a typical month. (Contains 3 figures and 15 references.) (Author/SLD)

ED 416 229 TM 028 105

Bradshaw, Lynn K.
Interagency Collaboration: Preconditions, Progress, and Pressures.
PUB DATE- 97
NOTE- 25p.; Paper presented at the Annual Meeting of the American Evaluation Association (San Diego, CA, November 5-9, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Agency Cooperation; *Cooperative Planning; *Evaluation Utilization; Organizational Development; *Partnerships in Education; Program Development; Program Evaluation; Social Services
IDENTIFIERS- North Carolina

The Down East Partnership for Children (DEPC) was established in 1993 to bring together health, education, and social service agencies to address the needs of children and families in two eastern North Carolina counties. Collaboration theory provided a useful lens through which to examine the development of the partnership, recognize preconditions for collaborations, evaluate progress, and identify predictable challenges. For the DEPC, preconditions for collaboration were met, and progress through the early stages of problem-setting and direction-setting was relatively smooth. Even under the "best" circumstances, however, "structuring" a collaborative effort is challenging. This report demonstrates how collaboration theory can be used as a basis for the evaluation of an interagency partnership and how evaluation results can be used to promote organizational development. In their search for a comprehensive theory of collaboration, D. Wood and B. Gray (1991) identified the need for further research and theory regarding the role of the convener and the dynamics of layered collaborations. This evaluation addressed those issues and demonstrates how evaluations can be tailored to meet the needs of stakeholders. Evaluating an interagency partnership can be challenging, and the report describes how the challenges were faced in one setting. The framework from collaboration theory can be used for evaluation in other settings, and the results are helpful whether designing new partnerships or assisting existing partnerships with organizational development. (Contains 3 tables and 10 references.) (Author/SLD)

ED 416 230 TM 028 109

Shimoda, Todd A.; Takayesu, James Kimo
Individual Roles and Group Dynamics in a Problem-Based Learning Classroom: Generating and Evaluating Skill-Oriented Learning Objectives.
PUB DATE- 97
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

Survey (NPEFS) and four largely nonfiscal surveys: the School Universe, the Agency Universe, the State Nonfiscal Survey, and the Early Estimates Survey. For the nonfiscal surveys, 44 states and one outlying area submitted responses, while some states did not reply or declined to reply on the basis of lack of information. Response to the NPEFS was higher, with 48 state coordinators and one outlying area coordinator responding. Respondents generally indicated that completing the nonfiscal surveys took just over a week for the School Universe Survey, and less time for the others, with the Early Estimates Survey taking the least time to complete. Coordinators who explained why they found the CCD useful generally wrote that they used the data for comparisons or that edit checks helped them verify their own state data. Suggestions from respondents for revisions to the surveys included making the instructions clearer and more concise, collecting the dropout data as a separate file, and aggregating school or district data to create state figures. No revisions were planned for the NPEFS, so the customer service survey concentrated on difficulties with the existing survey. Coordinators reported that completing the survey was burdensome, with an average of 78.0 hours required. Many reported difficulty in meeting the March deadline, and many made specific suggestions about difficult items. (Contains 25 tables.) (SLD)

ED 416 246   TM 028 126

Barro, Stephen M.
International Education Expenditure Comparability Study: Final Report, Volume I. Working Papers Series.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 97
NOTE- 562p.; For Volume II, see TM 028 127.
LANGUAGE- English
EDRS Price- MF02/PC23 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Comparative Analysis; Costs; *Educational Finance; Educational Research; Elementary Secondary Education; *Expenditures; Foreign Countries; Higher Education; International Education; *International Studies; Private Schools; Public Schools; *Research Methodology; Tables (Data)

This is Volume I of the final report of the Study of International Comparability of Statistics on Education Expenditures, undertaken to assess the validity of international comparisons based on expenditure statistics compiled by the Organization for Economic Cooperation and Development and the United Nations Educational, Social, and Cultural Organization. The implications of deviations from comparability were studied, and the prospects and options for making international expenditure statistics more comparable in the future were considered. This, the main volume, examines the nature, prevalence, severity, and causes of problems in comparing education expenditures across countries, and it assesses progress to date in correcting these problems and options for further improvement. The second volume offers a quantitative analysis of the combined effects of multiple comparability problems on international comparisons of selected expenditure statistics and indicators. An executive summary presents findings of both volumes. The following sections are included in Volume I: (1) "Introduction and Background"; (2) "Overview of Comparability Problems"; (3) "Defining the Boundaries of Education"; (4) "Classification of Expenditures

Surveys; Student Development; *Student Educational Objectives; *Teacher Attitudes
IDENTIFIERS- *ASHE Annual Meeting

This study examined intellectual development goals as related to other goals expressed by college faculty teaching various introductory courses. Intellectual development was defined as the ability to make relationships and connections. The study analyzed data from previous studies of introductory college courses; these included interviews in 1986-87 with 69 faculty members at eight colleges, plus a base of over 6,000 goals stated by 2,105 faculty at 267 colleges who responded to an open-ended question on a 1988-89 national survey concerning course planning. The study found that intellectual development goals were mentioned by faculty members in most disciplines, with faculty in literature stressing them the most. Six major aspects of intellectual development goals were identified: (1) understanding the connections between disciplines; (2) relating the discipline to the student's life; (3) developing an appreciation for the contribution of the discipline to humanity; (4) broadening the student's intellectual horizons; (5) increasing the student's tolerance of/comfort with ambiguity; and (6) developing the student's intellectual curiosity. Also stressed by most faculty were the links between intellectual development and other goals, such as knowledge acquisition, effective thinking, personal development, and preparation for the future. (Contains 30 references.) (DB)

ED 415 806 HE 030 957

Grigoriu, Elizabeth C.
Qualitative Transformations within the Student-Teacher Relationship. ASHE Annual Meeting Paper.
PUB DATE- 97
NOTE- 30p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (22nd, Albuquerque, NM, November 6-9, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Development; College Faculty; College Students; *Constructivism (Learning); Developmental Stages; *Epistemology; Higher Education; Interaction Process Analysis; Interpersonal Relationship; *Teacher Student Relationship; Teaching Models; Theories
IDENTIFIERS- *ASHE Annual Meeting

This paper considers how establishing and maintaining the student-teacher relationship can be epistemologically transforming for both college students and faculty. The paper draws on a constructivist-developmental theory of self and cognitive development, knowledge construction, and the author's own teaching experiences. First, underlying constructivist assumptions, such as humans as experiencing cognitive and emotional states of disequilibrium and equilibrium, are identified. Constructivist-developmental theory is summarized as meaning-making through a process of increasing cognitive complexity in the context of multiple, and sometimes contradictory, systems. Robert Kegan's theory of meaning-making is specifically discussed especially the qualitative transformations within three stages of adult development: interpersonal, institutional, and inter-individual. These stages are related to the co-construction by teacher and student of knowledge and meaning-making and the changing

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Classroom Environment; College Instruction; *College Students; *Educational Assessment; Higher Education; *Learning Motivation; Models; Outcomes of Education; Student College Relationship; Student Evaluation; Student Responsibility; Teacher Responsibility; *Teacher Student Relationship; *Teamwork
IDENTIFIERS- *ASHE Annual Meeting

This essay considers the interaction between teacher and learner as one which involves providing opportunities for "learning moments," a concept found in the literature on organizational leadership. Learning moments are seen as dynamic events that occur when four complex elements intersect: teacher, learner, environment, and chance. One of the major features of this approach is the disconnection between a teacher's efforts and actual student learning. The model described in this paper proposes a more collaborative effort and encourages viewing teaching as a power ally in, but not directly responsible for, student learning. But this view of learning raises questions about modern approaches to the assessment of teaching and learning in higher education, and it is suggested that rather than focusing on student outcomes, attention should focus on what is done by teachers, students, and institutions within the ambiguous context of learning moments; and that rather than trying to assess when and how learning moments occur, efforts should focus on efforts to assess how well teacher, student, and institution have worked together to create opportunities for learning moments to occur. (Contains 29 references.) (SW)

ED 415 823 HE 030 974

Nicolson, Charles E.; Bess, James L.
Stress and Anxiety in Adult Learners in Professional and Liberal Arts Schools: An Exploration of Person-Environment Fit Theory. ASHE Annual Meeting Paper.
PUB DATE- 97
NOTE- 77p.; Paper presented at Annual Meeting of the Association for the Study of Higher Education (22nd, Albuquerque, NM, November 6-9, 1997).
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Students; *Anxiety; Classroom Environment; Cognitive Tests; College Environment; Developmental Stages; Emotional Development; Higher Education; *Liberal Arts; Maturity (Individuals); Nontraditional Students; *Professional Education; Self Concept; Self Concept Measures; Standardized Tests; Stress Variables; *Student Adjustment; Student Attitudes; *Student College Relationship; Student Needs
IDENTIFIERS- *ASHE Annual Meeting; Ego Development Theory; Person Environment Fit; State Trait Anxiety Inventory; Washington University Sentence Completion Test

The differences in the person-environment fit and levels of anxiety of older adults in professional schools versus older students in liberal arts schools were studied to determine if the states of ego development of older adults (35 years of age or older) were related to the degree of academic and environmental restrictiveness in professional and liberal arts

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Aesthetics; Biological Sciences; *Cognitive Processes; *Communications; Films; Foreign Countries; *Mass Media; Perception; Photographs; Programming (Broadcast); *Television; Television Research; Theater Arts; *Visual Arts
IDENTIFIERS- Canada

Total comprehension and understanding of visual images (particularly moving images) are the result of a series of complex biological (brain) and mental (mind) processes and activities. Whereas perceptual psychology and neurophysiology are among the two main academic disciplines that explain the functions performed by the organs of visual and auditory perception (eyes, ears, brain), cognitive and behavioral psychologies are the main academic disciplines that explain the mental activities, processes, and functions of the mind. In this paper the transformation of the biological precepts into mental concepts is discussed as they relate to recognizing and understanding moving visual images. Specifically, this paper reviews the various biological and mental functions of the human brain as they relate to moving images, discusses how visual precepts (codified visual bits) are transformed into visual concepts (holistic visual units), and provides suggestions as to the construction of moving images, particularly televised images. (Contains 31 references.) (Author)

ED 415 841 IR 018 698

Hurley, Noel P.; Vosburg, J. Douglas
Modern Technology: The Relationship between Student Attitudes toward Technology and Their Attitudes toward Learning Using Modern Technology in an Everyday Setting.
PUB DATE- 97
NOTE- 18p.; Appendix A ("Descriptive Statistics") is not included in ERIC's copy.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Attitudes; Computer Uses in Education; Courseware; Educational Media; Foreign Countries; Grade 7; Grade 8; *Instructional Program Divisions; Junior High Schools; Programmed Instructional Materials; School Surveys; *Sex; Sex Differences; *Student Attitudes
IDENTIFIERS- Canada; *Technology Integration

This study examines the attitudes of students toward modern technology, their attitudes toward learning using modern technology in an academic setting, and whether there is a correlation between the two attitude variables. The investigation looked at the effects of gender and grade level on students' attitudes toward technology and toward learning using technology. Data for this study were obtained from a survey of grade 7 and 8 students (N=106) in an elementary school in Ontario, Canada which introduced modern technology into the regular school program beginning in September, 1991. The school's technological program includes the use of computers in an ongoing manner by all students in the school for classroom work, assignments, and recreational pursuits; and by teachers for teaching from a computer assisted learning perspective. Survey data were collected in the fall of 1992. The data were analyzed using descriptive statistics,

academic or administrative status. Eighty-nine percent of librarians with faculty status and 37% of librarians with academic status are eligible for promotion. When librarians are evaluated for tenure and promotion, campus-wide criteria are used at 74% of those institutions which grant tenure/promotion to librarians, and 41% have developed their own criteria. A comprehensive analysis of survey results is followed by examples of tenure and promotion documents submitted by public institutions, private institutions, and institutions with unions; evaluation forms; weighting of criteria; supplement to faculty handbook; and external evaluation documents. (Contains 28 references.) (SWC)

ED 415 859 IR 056 827

Fredericks, Anthony D.
Tadpole Tales and Other Totally Terrific Treats for Readers Theatre.
PUB DATE- 97
NOTE- 137p.; Illustrated by Anthony Allan Stoner.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Acting; *Childrens Literature; Creative Dramatics; Elementary Education; *Fairy Tales; Fiction; *Humor; *Language Arts; Oral Interpretation; *Readers Theater; Thinking Skills; Writing Skills

Readers theater is a storytelling device that stimulates the imagination and promotes all of the language arts. Readers theater is an oral interpretation of a piece of literature read in a dramatic style. It involves and motivates students, energizes the language arts program, and stimulates learning. Geared for children in grades 1-4, this book is a follow-up to "Frantic Frogs and Other Frankly Fractured Folktales for Readers Theatre," which is intended for an older (grades 4-8) audience. The book begins by introducing readers theater and describing its value and how to present and create readers theater activities. It then presents a collection of 29 humorous scripts adapted from traditional folktales and rhymes for using in readers theater presentations. The book also includes a section of unfinished scripts and partial stories for students to complete. All scripts are arranged according to reading level. Appendices include: a list of references for fairy tales, Mother Goose rhymes, folk tales, and other stories to share; a list of "far-out" and "funky" titles for students to use to create their own readers theater scripts; and articles, books, and other sources on readers theater that teachers may wish to consult. (Contains 24 references.) (SWC)

ED 415 860 IR 056 828

Baker, Lynda M.; Spang, Lothar; Gogolowski, Christine; Vizzaccaro, Melissa Rymsza
The Provision of Consumer Health Information by Public Librarians in Michigan. Final Report of a Research Project.
PUB DATE- 97
NOTE- 53p.; Funded by the Small Research Grants Program, Wayne State University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Access to Information; Futures (of Society); Health

Public Library, targeted Adult Basic Education (ABE) students who are unable to attend classes during the week and who are inexperienced writers who are closed out of traditional literacy/ABE programs because they have advanced reading skills. The project served a community of over 200,000 people. Tutoring was done one-on-one, in small groups, and in classes. Tutoring was a small component of the course, and was used to provide teacher/trainees with practical experience in writing process instruction. Student progress was assessed using dialogue journals, small group discussions, teacher and tutor observations, and portfolios. Goals for the fiscal year 1993 Writing Workshop Course included: training 10-15 teachers and volunteer tutors to use the writing process model; preparing apprentice teachers to train their staff in writing process approaches; helping students improve their writing and attitudes toward writing; and producing an anthology of students' writing for each course. Attachments include samples of reflective writing, news articles, promotional materials, and "Spring Reflections"--an anthology of student writing from the spring 1993 Saturday Writing Workshop held at the St. Agnes Branch Library. (SWC)

ED 415 878 IR 056 848

Maravilla, Virginia
Lowell Public Library, Final Performance Report for Library Services and Construction Act (LSCA) Title VI, Library Literacy Program.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC. Office of Library Programs.
PUB DATE- 93
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Adult Learning; *Adult Literacy; Adult Students; English (Second Language); Family Literacy; Federal Programs; Grants; Library Instruction; Library Role; Library Services; Limited English Speaking; *Literacy Education; Mathematics Skills; Migrant Adult Education; *Partnerships in Education; Public Libraries; Second Language Instruction; Student Recruitment; Tutoring; Tutors; Volunteer Training; Volunteers
IDENTIFIERS- Library Services and Construction Act; Tutor Training

The Lowell Public Library (Indiana) Adult Literacy Program expanded literacy efforts of the library and its volunteer tutors by increasing the program enrollment numbers of the functionally illiterate English-speaking, English as a Second Language (ESL), migrant workers, and Basic Math students; assisted students in achieving their stated goals in reading, writing, and speaking English; improved students' basic math skills; and taught students to use the resources of the library. The project served a community of 10,000-25,000 people. Tutoring using the Literacy Volunteers of America (LVA) method was done one-on-one and in small groups. Volunteers expanded their tutoring efforts to include entire families. The program focused on partnership building within the community and with adjacent programs that serve low-level adult readers and their families. Partnerships with local industry continue to serve workplace literacy needs within the community. Attachments include lists of materials purchased, news articles, certificate of membership in the Northwest Indiana Literacy Coalition, Inc., literacy coordinator's monthly

(ED), Washington, DC. Office of Library Programs.
PUB DATE- 93
NOTE- 36p.; Attachments contain some cropped pages and light type. material.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Adult Learning; *Adult Literacy; Computer Assisted Instruction; Consumer Education; Educational Cooperation; English (Second Language); Family Literacy; Federal Programs; Grants; Learning Disabilities; Library Collection Development; Library Role; *Library Services; *Literacy Education; Migrant Adult Education; Public Libraries; Publicity; Tutoring; Tutors; User Needs (Information); Volunteer Training; Volunteers; Workplace Literacy
IDENTIFIERS- Library Services and Construction Act; Tutor Training

The Family Literacy: Aid in Reading (FLAIR) program was a project of the Blanchard Community Library (Santa Paula, California), conducted during fiscal year 1992-93. The project involved recruitment, retention, public awareness, basic literacy, tutoring, computer assisted, employment oriented, and English as a Second Language (ESL) programs. The project served a community of 25,000-50,000, and targeted the learning disabled, workforce/workplace learners, migrant workers, and ESL learners. Tutoring was done one-on-one and in small groups, using a variety of methods. The project served 83 adult learners, providing 2,647 hours of direct tutoring service. The report provides a comparison of actual accomplishments to goals and objectives set forth in the grant application; a comparison between proposed and actual expenditures; specific details of activities undertaken; the role the library played in the accomplishment of the goals and objectives; agencies and organizations that assisted in the project; and the impact of the federal project on the ongoing program of the library. Includes sample activity sheets, student and tutor information/evaluation forms, and letters announcing tutor training sessions. (SWC)

ED 415 896   IR 056 867

Hall, Christine Betz; Sherif, Sue; Hurbi, Crystal
Fairbanks North Star Borough Public Library, Final Performance Report for Library Services and Construction Act (LSCA) Title VI, Library Literacy Program.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC. Office of Library Programs.
PUB DATE- 93
NOTE- 130p.; Quantitative section contains light type.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Adult Learning; *Adult Literacy; Computer Assisted Instruction; Cultural Activities; Educational Cooperation; *English (Second Language); Federal Programs; Functional Literacy; Grants; Library Collection Development; Library Role; *Library Services; *Literacy Education; *Prisoners; Public Libraries; Publicity; Resource Materials; Student Recruitment; Tutoring; Tutors; User Needs (Information); Volunteer Training; Volunteers; Welfare Recipients
IDENTIFIERS- Alaska (Fairbanks); Library Services and

user surveys, sometimes the surveys get filed and forgotten. Through the use of user surveys, the institutions have discovered what their users want, and this report reveals the institutions' strategies and struggles to meet and anticipate their users' needs. While institutional differences require context-specific user surveys, a disturbing fact consistently emerged from the survey results: library users, faculty, and students are often unaware of programs and services that their libraries already offer. The ARL members interviewed represent a range of stages in the libraries' responses to their user surveys. Some have transformed their cultures into user-centered ones, some are striving to meet newly discovered needs, and some are just starting to formulate responses to their user surveys. Reports are provided on interviews with library staff at the following institutions: (1) MIT; (2) University of California at San Diego; (3) University of Arizona; (4) North Carolina State University; (5) University of Virginia; (6) University of Connecticut; (7) Ohio State University; and (8) Rice University. (Contains 11 references.) (SWC)

ED 415 914 IR 056 885

Willis, Roni L.
West Georgia Regional Library, Final Performance Report for Library Services and Construction Act (LSCA) Title VI, Library Literacy Program.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC. Office of Library Programs.
PUB DATE- 93
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Adult Learning; *Adult Literacy; Federal Programs; Grants; *Library Collection Development; Library Role; *Library Services; *Literacy Education; Public Libraries; Publicity; Resource Materials; Tutoring; Tutors; User Needs (Information); Volunteer Training; Volunteers
IDENTIFIERS- Library Services and Construction Act; Tutor Training

This final performance report provides project outcome information and data to the U.S. Department of Education for the federally-funded Library Literacy Program. The West Georgia Regional Library conducted a project from October 1992 until September 1993 that involved collection development and providing tutoring services to adult learners in a community of 100,000-200,000 people. The project goal was to cooperate with other community agencies in a coordinated effort to increase the reading level of the population in two counties that the library serves. The project provided classroom instruction, small group instruction, and one-on-one tutoring, using the Laubach and Literacy Volunteers of America (LVA) methods. The project served more than 350 adult learners, and provided more than 100 hours of direct tutoring service. The West Georgia Regional Library System purchased high interest, low vocabulary informational and recreational library materials to support a basic literacy program already in progress in Carroll and Haralson Counties. Basic literacy and GED classes were offered, and new adult reader collections were placed in five libraries. Patrons in other library system libraries have access to the new reader collection through interlibrary loan. (SWC)

ED 415 933 JC 980 095

Jackson, Jannett N.
Multimedia, It's Soup!
PUB DATE- 96
NOTE- 11p.; Paper contributed to the Teaching in the Community College Online Conference, "Innovative Instructional Practices" (1st, Kapiolani Community College, April 2-4, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Environment; Community Colleges; Computer Assisted Instruction; Computer Literacy; Computer Uses in Education; *Curriculum Development; Educational Change; *Educational Technology; *Multimedia Instruction; Multimedia Materials; Technological Literacy; Technology Education; Two Year College Students; Two Year Colleges
IDENTIFIERS- *Fresno City College CA; Secretarys Comm on Achieving Necessary Skills

In 1996, Fresno City College (California) introduced a multimedia presentations class to increase learning efficiency and teach students the skills they need to compete in a technologically advancing society. The course, entitled "Classroom of the Future," was presented to the Dean of Instruction for approval in 1993. Funding was generated from various programs and grants, and the curriculum was developed in adherence to the Secretary's Commission on Achieving Necessary Skills (SCANS) guidelines. The class required students to complete assigned tasks, work together in teams, acquire and evaluate data, and understand and actively participate in the computer system. At its conclusion, students presented a group multimedia project. An expanded course content involving work groups, multimedia application design, and multimedia tools offered further opportunity for skills development. Feedback indicates that multimedia is a valuable and cost-effective tool for learning, the use of which may inspire a kind of technological reform in education. Document addendums list class hardware and software. (Contains 11 references.) (YKH)

ED 415 934 JC 980 096

Clark, Mary Jo
Meeting the Need for Improved Skills in the Local Workforce.
PUB DATE- 97
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Community Colleges; *Course Evaluation; Course Objectives; Education Work Relationship; Educational Assessment; Educational Quality; Enrollment Projections; Evaluation Methods; Focus Groups; Interviews; *Job Performance; *Job Skills; Job Training; *Labor Force Development; Noncredit Courses; Nontraditional Students; Off The Job Training; Outcomes of Education; Personnel Evaluation; Skill Development; Two Year College Students; Two Year Colleges
IDENTIFIERS- *San Juan College NM

In an attempt to meet the need for improved skills in the local workforce, San Juan College (New Mexico) made efforts to locate a target population of students and find out how successfully the courses they took met their work needs. A computer search identified a trial population of 513 students who met a set of

Humphrey, Danette
Relationship of Breast-fed and Bottle-fed First Grade Students and I.Q.
PUB DATE- 97
NOTE- 24p.; Paper presented at the Research in Education Colloquia (Murray, KY, Spring 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Breastfeeding; Comparative Analysis; *Elementary School Students; Grade 1; Infants; *Intelligence Quotient; Primary Education
IDENTIFIERS- Bottle Feeding

Previous studies have indicated some support for the hypothesis that breast feeding has a positive effect on intelligence and attainment among young children. This study examined the effects of breast-feeding versus bottle-feeding on the intelligence quotients (IQs) of first graders. A total of 26 breast-fed and 26 bottle-fed first graders from an elementary school in Kentucky completed the Otis-Lennon School Ability Test to determine IQ. To qualify for the breast-fed group, the children had to have been exclusively breast-fed for at least 4 months. The study found that although the average IQ score of the breast-fed group was five points higher than the bottle-fed group, no significant correlation was found between feeding type and corresponding IQs. (Three appendixes contain copies of communication with the parents of the children in the study and a questionnaire used to determine whether children were breast-fed or bottle-fed. Contains 15 references.) (MDM)

ED 415 954 PS 026 044

George, Yvetta; Halpin, Glennelle; Halpin, Gerald; Dagnese, Donna; Keiter, Joel
Gender and Grade Differences in Elementary Students' Perceptions of Conflict/Violence and Intervention Strategies.
PUB DATE- 97
NOTE- 15p.; Paper presented at the Meeting of the Mid-South Educational Research Association (Memphis, TN, November 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Age Differences; *Conflict Resolution; Elementary Education; *Elementary School Students; Peer Counseling; *Sex Differences; *Student Attitudes; Television Viewing; *Violence
IDENTIFIERS- Peer Mediation

This study examined sex and age differences in elementary school students' perceptions of conflict and violence and of the effectiveness of various intervention strategies to resolve conflicts. A total of 51 third-graders, 75 fourth-graders, and 95 fifth-graders who had been trained by researchers to be peer mediators participated in the study. The students completed a 21-item questionnaire on their perceptions of conflict, violence, and ways to resolve conflict. The results indicated significant gender differences on 8 of the 21 items, with more girls than boys responding that they thought there was too much violence on television (72 percent versus 44 percent), tried to talk things over when there was a conflict (93 percent versus 79 percent), and tried to find out what the problem was when there was a conflict (92 percent versus 78 percent). More boys entertained and motivated. The book includes hints for parents and tips on setting up rewards and how often to reward. Skills included on the charts include: (1) listening to others; (2) showing you care; (3) following instructions; (4) controlling your anger; (5) accepting "no"; (6) correcting mistakes; (7) interrupting in a nice way; (8) saying something nice; (9) telling the truth; (10) saying you are sorry; and (11) offering to help someone. A list of additional social skills for children to learn is included.(JPB)

ED 415 971 PS 026 152

Miller, Laurie
Strategies To Build and Sustain Good Child Care Quality during Welfare Reform. Issue Brief #1.
PUB DATE- 96
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Day Care; Early Childhood Education; Policy Formation; Program Descriptions; Program Development; *Public Policy
IDENTIFIERS- Arizona; Arkansas; Child Care Action Campaign; Day Care Quality; Pennsylvania; State Policy; State Role; *Welfare Reform

This report from the 1995 Child Care Action Campaign national audioconference examines approaches to building support among child care providers, legislators, and parents for investments in good quality child care in light of welfare reform. The report summarizes recent findings that children in good quality child care had a more developed understanding of language, scored higher on pre-math skills, had more positive self concepts, and liked their child care centers better than children in mediocre or poor quality settings. The efforts of the Arkansas Early Childhood Commission to build a system of good quality care for young children are described, including strategies to create a system of voluntary on-site assessment of day care centers and homes, to reward good quality programs through facility and equipment grants and tax credits to parents who use them, and to raise the visibility of good quality programs. Arizona's strategies of underpromising and overdelivering on child care quality are discussed, including distributing funding to the entire range of child care program types, funding a variety of pilot demonstrations of quality improvements, and using the state budget process to heighten legislators' understanding of and support for continuity of care for children. The activities of the staff training program to improve staff-to-child ratios in Pennsylvania are also described, including linking training to compensation, cooperating with public and private organizations to focus training and share resources to contain costs, and tying increases in quality to regulations by increasing the number of children per staff for teachers having more training and experience. (KB)

ED 415 972 PS 026 154

Miller, Laurie
Wisconsin and Minnesota: Approaches to Welfare Reform and Child Care. Issue Brief #3.
PUB DATE- 96
NOTE- 9p.

view of the learning process. This paper examines the image of children underlying Waldorf education. The paper identifies the individual and unique Self as the "third factor," that together with heredity and environment, contribute to individual development. The goal of the Waldorf curriculum and teaching methods is to unlock the true potential living in each child, the true Self, which gradually awakens to its natural and human-cultural environment and its true Self and abilities. Three seven-year phases occur through childhood and youth, each manifesting an age-specific approach to learning. From birth to age 7, learning takes place through doing, and the Waldorf educational focus is on bodily intelligence, play, oral language, and practical activities. From 7 to 14 years, the Waldorf emphasis is on a soul- and heart-oriented perception and understanding of the natural and human environment. Learning is focused on reading and storytelling, rhythmic activities, practical activities to address feelings of insecurity resulting from subject-object consciousness and inner feelings of separation, and the physical sciences, stemming from growing abilities in abstract cause-and-effect thinking. During the high school years, Waldorf education focuses on fostering moral responsibility, social consciousness, and independent thinking through integrating arts and crafts, story/history/geography, and sciences. (KB)

ED 415 991 PS 026 175

Zill, Nicholas
Child Health and School Readiness: Background Paper on a National Education Goal.
SPONS. AGENCY- Department of Education, Washington, DC. Office of Planning, Budget, and Evaluation.
PUB DATE- 90
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Birth Weight; *Child Health; *Economic Factors; Elementary Secondary Education; Health Insurance; Infant Mortality; *Nutrition; Outcomes of Education; Prenatal Care; Preschool Education; Relationship; *School Readiness
IDENTIFIERS- Department of Education; *National Education Goals 1990

One of the objectives of the U.S. Department of Education's National Goals for Education is that "Children will receive the nutrition and health care needed to arrive at school with healthy minds and bodies, and the number of low birthweight babies will be significantly reduced through enhanced prenatal health systems." This paper provides background information on the current state of child health, nutrition, and health care in the United States, and on medical conditions and public health problems relevant to academic achievement and the functioning of schools. The paper begins with observations about the relationship between child health and learning. Several ways in which ill health can interfere with the learning process are outlined. The paper touches on the influence of economic disparities in child health status, health limitations, the infant mortality rate, frequency of medical care, place of care, health insurance coverage, nutritional status, and birth weight. The paper concludes by noting that there is a link between child health and educational outcomes, but even substantial progress in improving children's health status cannot be relied on to

Education; *Employer Supported Day Care; *Family Day Care; *Government Role; Policy Analysis; Public Policy
IDENTIFIERS- National Day Care Home Study; White House Conference on Child Care

In October 1997 at the White House Conference on Child Care, the Clinton administration announced several initiatives to expand federal control over day care. This policy paper contends that federal initiatives of this type are misguided because they seriously misread the true state of child care in the United States. In response to advocacy groups that claim that there is a shortage of child care facilities, that they are unaffordable, and that unregulated day care harms children, this paper argues that almost all parents are satisfied with their child care arrangements, that child care fees have not changed in real terms since the late 1970s, and the number of providers has kept pace with the demand. Further, the National Day Care Home Study found no indication that unregulated family day care is harmful to children. Rather, family day care caters successfully to the diverse needs of the children in care. This paper is critical of the suggestion that national standards are needed for child care and notes that the debate turns on the definition of quality, which has been defined by President Clinton in terms of accreditation, wages, and funding levels rather than results and impact on children. Given these facts--that parents are satisfied with their children's care and that high-quality care is both available and affordable even for low-income parents--this paper contends that Congress should resist attempts to increase child care funding and to impose federal standards on providers and parents. Contains approximately 50 references. (KB)

ED 416 008 PS 026 215

Harachi, Tracy; Anthony, Emily; Bleisner, Siri
Comprehensive Child Care Program: Phase 1 - Evaluation Results.
SPONS. AGENCY- Seattle Dept. of Housing and Human Services, WA.
PUB DATE- 97
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Child Caregivers; *Day Care; Day Care Effects; *Evaluation Utilization; Family Day Care; Family Programs; *Grants; *Parent Attitudes; Preschool Children; Preschool Education; *Program Evaluation
IDENTIFIERS- Caregiver Evaluation; Day Care Vendor Voucher System; Family Day Care Providers; *Subsidized Child Care Services; Washington (Seattle)

Seattle's Comprehensive Child Care Program (CCCP) (Washington) is made up of a child care subsidy to offset child care costs for working and student families with low incomes, and quality assurance and technical assistance for 150 child care providers, including on-site evaluations, public health consulting, continuing education for providers, and individual consultation with CCCP staff. As part of Phase I of an evaluation of CCCP, 14 enrolled and 9 wait-listed parents participated in 4 focus groups. In addition, confidential surveys were mailed to a random sample of parents (148 enrolled parents; 72 wait-listed parents). Survey and focus group findings indicated that: (1) the program subsidy helps families remain self-sufficient by enabling parents to work or attend school, increasing parents' employment stability, and improving financial status; (2) the subsidy offers parents the use of quality child care they trust, with enrolled parents using

Infection Control," providing a sample AIDS policy; (14) "First Aid in Emergencies," detailing first aid procedures; (15) "Child Maltreatment," presenting Arkansas' laws and reporting statute, and information on various types of maltreatment; and (16) "Protecting Health of Child Care Providers," including precautions for pregnant providers and preventing injury and illness. (KB)

ED 416 027 PS 026 241

Carey, Nancy; Lewis, Laurie; Farris, Elizabeth
Parent Involvement in Children's Education: Efforts by Public Elementary Schools. National Center for Education Statistics Statistical Analysis Report.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 98
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Educational Improvement; Elementary Education; Family School Relationship; Minority Group Children; Outcomes of Education; Parent Influence; *Parent Participation; Parent Role; *Parent School Relationship; Parent Student Relationship; Poverty; *Public Schools
IDENTIFIERS- Goals 2000

In response to the National Education Goals panel's recognition of the role that parents can have in children's learning and school performance, the "Survey on Family and School Partnerships in Public Schools K-8" was conducted to determine the ways schools are engaging parents in their children's education and the extent to which parents are responding to those involvement opportunities. Questionnaires were sent to a nationally representative sample of 900 public schools enrolling kindergarten through eigth grade students. The survey looked at the kinds of school-home communication schools establish, kinds of activities schools sponsor, kinds of volunteer activities schools make available, the extent to which parents are included in school decision making, and other factors that influence school efforts to increase parent involvement. Among the findings highlighted are the following: (1) most schools initiated communications with parents to inform them about school curricula and student performance; (2) most schools provided parents with information designed to promote learning at home and on topics related to child-rearing issues; (3) the majority of schools held various activities, such as parent conferences and academic exhibitions, intended to encourage parent involvement; (5) parents were more likely to attend events that featured some interaction with the students' teachers; (6) parent attendance at school-sponsored events varied by geographic region, poverty concentration, and minority enrollment; (7) in general, schools do not include parents in very much school decision making; (8) the majority of schools provided parents opportunities to volunteer both inside and outside the classroom, to assist in fundraising and attend PTA meetings, though the percentage of schools satisfied with the degree of parent participation in these activities decreased as minority and poor student enrollment increased; and (9) lack of time on the part of parents was most often named as the greatest barrier impeding parent involvement. (Three appendices include survey methodology and data reliability and the survey form.) (HTH)

ED 416 045 RC 021 371

Hornberger, Nancy H., Ed.
Indigenous Literacies in the Americas: Language Planning from the Bottom up. Contributions to the Sociology of Language, 75.
PUB DATE- 96
NOTE- 399p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010), Collected Works - General (020)
DESCRIPTORS- Adult Education; Alaska Natives; *American Indian Education; *American Indian Languages; American Indians; Bilingual Education; Cultural Maintenance; Educational Policy; Elementary Secondary Education; Foreign Countries; *Indigenous Populations; Language Attitudes; *Language Maintenance; *Language Planning; *Literacy; Politics of Education; Rural Education; Sociolinguistics
IDENTIFIERS- Biliteracy; Indigenous Knowledge Systems

This book documents goals, challenges, and prospects in contemporary efforts to develop alphabetic literacies in traditionally unwritten languages, using case study examples of indigenous language development in the Americas. An introduction and conclusion by Nancy H. Hornberger, "Indigenous Literacies in the Americas" and "Language Planning from the Bottom up," frame the volume and discuss the themes of indigenous literacies as grassroots language planning, as a door of opportunity for the marginalized, and as cultural expression and enrichment. Chapters are in sections on North America, MesoAmerica, and South America and include: "Teaching and Preserving Yup'ik Traditional Literacy" (Nastasia Wahlberg); "Ciulistet and the Curriculum of the Possible" (Jerry Lipka, Esther Ilutsik); "Reclaiming Navajo: Language Renewal in an American Indian Community School" (Galena Sells Dick, Teresa L. McCarty); "Literacy for What? Hualapai Literacy and Language Maintenance" (Lucille J. Watahomigie, Teresa L. McCarty); "Language Revitalization Efforts in the Pueblo de Cochiti: Becoming 'Literate' in an Oral Society" (Rebecca Benjamin, Regis Pecos, Mary Eunice Romero); "Language Preservation and Publishing" (H. Russell Bernard); "Experiences in the Development of a Writing System for Nuu Savi" (Josefa Leonarda Gonzalez Ventura); "Saving and Strengthening Indigenous Mexican Languages: The CELIAC Experience" (Jesus Salinas Pedraza); "Mayan Language Literacy in Guatemala: A Socio-historical Overview" (Julia Becker Richards, Michael Richards); "Quechua Literacy and Empowerment in Peru" (Nancy H. Hornberger); "Literacy and Modernization among the Quechua Speaking Population of Peru" (Juan Carlos Godenzzi); "An Experience of Indigenous Literacy in Peru" (Andres Chirinos); "Indigenous Politics and Native Language Literacies: Recent Shifts in Bilingual Education Policy and Practice in Ecuador" (Kendall A. King); "Attitudes of Teachers, Children and Parents towards Bilingual Intercultural Education" (Mercedes Cotacachi); "Bringing the Language Forward: School-Based Initiatives for Quechua Language Revitalization in Ecuador and Bolivia" (Nancy H. Hornberger, Kendall A. King); "To Guaranize: A Verb Actively Conjugated by the Bolivian Guaranis" (Luis Enrique Lopez); and an afterword "Local Literacies and Vernacular Literacies: Implications for National Literacy Policy" (Brian V. Street). Contains references in each chapter and an index. (SV)

ED 416 046 RC 021 373

Donato, Ruben

countries. Results from a review of the literature and anecdotal data show the wide diversity of goals and techniques within the adventure therapy field and the need for adventure therapists to develop a coherent set of theoretical principles. Other results indicate that a university level course should address: (1) requisite skills in group work, counseling, therapy, self-management, and working with other cultures; (2) requisite knowledge (group dynamics, systems theory and psychology, experiential learning, psychological safety, technical outdoor adventure skills); (3) attitudes and values; (4) academic level; (5) prerequisites; (6) associated professions; (7) requisite learning process (didactic learning, research, internships, lectures, workshops, field experience); and (8) requisite assessment methods. Only one specific adventure therapy degree program was identified in the English-speaking world, although courses and study opportunities in adventure therapy were found in related fields. The existing provision of university-based adventure therapy courses in Australia and the United States appears to be inadequate, and more study is needed to identify the nature and scope of the need. (SAS)

ED 416 064 RC 021 393

Ringer, Martin; Gillis, H. L.
From Practice to Theory: Uncovering the Theories of Human Change That Are Implicit in Your Work as an Adventure Practitioner.
PUB DATE- 96
NOTE- 8p.; In: Spawning New Ideas: A Cycle of Discovery; see RC 021 376.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adventure Education; *Behavior Change; Behavior Theories; Change Strategies; *Counseling Theories; *Experiential Learning; Individual Development; *Modeling (Psychology); Psychotherapy; *Theory Practice Relationship
IDENTIFIERS- *Adventure Therapy; Experiential Therapy

This paper presents an overview of the need for theory in the field of adventure therapy. It also outlines one way of conceptualizing theories of human change as they relate to adventure therapy. The field of adventure therapy is young and has not had time to develop a coherent theoretical base. In order to contribute to the development of a shared language among adventure therapy practitioners, a conceptual map outlines program goals, the relationship of client to observer, and the resulting description of change in the client. The map illustrates the multiple perspectives on behavior change in adventure therapy programs and suggests the need to clearly articulate the theoretical and philosophical underpinnings of each program. A meta-view of "theories of action" in human change processes categorizes schools of psychotherapy as insight-based, noninsight-based, or both, and relates them to appropriate client problems, types of diagnostic issues, and goals of treatment. Also described are psychodynamic therapies focusing on the relationship between therapist and participant, "black box" therapies, and systems-based therapies. It is concluded that the program staff's philosophy and theories of human behavior are an essential part of the complex therapeutic milieu of an adventure therapy program. Contains 24 references. (SAS)

Environments" (O. Hazzan and E. P. Goldenberg); (8) "Effectiveness of a Strategy as a Sociomathematical Norm" (P.G. Herbst); (9) "How Equally Suited is Realistic Mathematics Education for Boys and Girls? A First Exploration" (M. van der Heuvel-Panhuizen); (10) "Teacher as Amplifier, Teacher as Editor: A Metaphor Based on Some Dynamics in Communication" (D. Hewitt); (11) "Using the Computer To Improve Conceptual Thinking in Integration" (Y.Y. Hong and M. Thomas); (12) "Investigating Children's Collaborative Discourse and Verbal Interaction in Solving Mathematical Problems" (H.-M.E. Huang); (13) "An Analysis of Student Talk in 'Re-learning' Algebra: From Individual Cognition To Social Practice" (B. Hudson, S. Elliott, and S. Johnson); (14) "The Cognitive and Symbolic Analysis of the Generalization Process: The Comparison of Algebraic Signs with Geometric Figures" (H. Iwasaki and T. Yamaguchi); (15) "Making Sense of Mathematical Meaning-Making: The Poetic Function of Language" (M. James, P. Kent and R. Noss); (16) "Children Learning To Specify Geometrical Relationships using a Dynamic Geometry Package" (K. Jones); (17) "Change in Mathematics Education: Rethinking Systemic Practice" (L.L. Khisty); (18) "Area Integration Rules for Grades 4, 6 and 8 Students" (G. Kidman and T.J. Cooper); (19) "Teachers' Pedagogical Content Knowledge of Multiplication and Division of Rational Numbers" (R. Klein and D. Tirosh); (20) "Gender Differences in Algebraic Problem Solving: The Role of Affective Factors" (S. Kota and M. Thomas); (21) "Students' Representations of Fractions in a Regular Elementary School Mathematics Classroom" (M. Koyama); (22) "Number Instantations as Mediators in Solving Word Problems" (B. Kutscher and L. Linchevski); (23) "The Mathematical Knowledge and Skills of Cypriot Pupils Entering Primary School" (L. Kyriakides); (24) "Some Issues in using Mayberry's Test To Identify van Hiele Levels" (C. Lawrie and J. Pegg); (25) "Defining and Understanding Symmetry" (R. Leikin, A. Berman and O. Zaslavsky); (26) "The Psychology of Mathematics Teachers' Learning: In Search of Theory" (S. Lerman); (27) "On the Difficulties Met by Pupils in Learning Direct Plane Isometries" (N.A. Malara and R. Iaserosa); (28) "The Dialectic Relationships between Judgmental Situations of Visual Estimation and Proportional Reasoning" (Z. Markovits and R. Hershkowitz); (29) "An Analysis of the Teacher's Role in Guiding the Evolution of Sociomathematical Norms" (K. McClain and P. Cobb); (30) "Negotiation of Meanings in the Mathematics Classroom" (L. Meira); (31) "The Use of the Graphing Calculator in Solving Problems on Functions" (V.M. Mesa); (32) "A Hierarchy of Students' Formulation of an Explanation" (I.A.C. Mok); (33) "The Role of Writing To Foster Pupils' Learning about Area" (C.O. Moreira and M. do Rosario Contente); (34) "Learning Process for the Concept of Area of Planar Regions in 12-13 Year Olds" (C. Comiti and B.P. Moreira); (35) "Study of the Constructive Approach in Mathematics Education: Types of Constructive Interactions and Requirements for the Realization of Effective Interactions" (T. Nakahara); (36) "Real Word Knowledge and Mathematical Knowle

ED 416 085   SE 061 122

Pehkonen, Erkki, Ed.
Proceedings of the Conference of the International Group for the Psychology of Mathematics Education (21st, Lahti, Finland, July 14-19, 1997). Volume 4.
PUB DATE- 97
NOTE- 323p.; For Volumes 1-3, see SE 061 119-121.
LANGUAGE- English

Cain, Joyce; Schuman, Susan; VanBelle-Prouty, Diane, Ed.; Duerbeck, Dena, Ed.
Lessons Learned on the Integration of Health, Population, Environment, Democratization, and Privatization into Basic Education Curriculum in Africa. Final Report. Technical Paper No. 14.
SPONS. AGENCY- Agency for International Development (IDCA), Washington, DC.
PUB DATE- 94
NOTE- 140p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Basic Education; African Studies; Basic Skills; *Democratic Values; Demography; Developing Nations; *Economic Development; *Environment; Foreign Countries; *Health; Labor Force Development; Policy Formation; *Privatization; Sustainable Development
IDENTIFIERS- *Africa

This report offers numerous cross-sectoral explorations in the context of health and human resources analyses in Africa. Intended as a resource document for funding agencies, program managers, and policy makers in Africa, the study aims to spark interest in using basic education to foster behavior conducive to broad-based, sustainable economic development. The report presents findings and analysis of research carried out in missions to Botswana, The Gambia, and Senegal from December 1992 to October 1993. The paper evaluates and documents lessons learned from programs designed to integrate health, population/family planning, environmental issues, privatization, and democracy education into basic education curricula in African nations. The first section of the report discusses recent findings about the way students learn and how this research affects curriculum development, curriculum and instruction, and curriculum and evaluation. In the second section three case studies outline the curriculum development process in Botswana, The Gambia, and Senegal. The third section of the report presents recommendations and observations. An annotated bibliography of programs and materials is included in the appendix. (EH)

ED 416 106 SO 026 476

McMurray, Virginia Lee
Great Ideas!
SPONS. AGENCY- National Endowment for the Arts, Washington, DC.; Mississippi State Legislature, Jackson. Performance Evaluation and Expenditure Review Committee.
PUB DATE- 94
NOTE- 64p.; Printed on colored paper.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Art Education; *Community Education; *Community Programs; Dance; Drama; Elementary Secondary Education; *Financial Support; Folk Culture; Handicrafts; Multicultural Education; Music; Outreach Programs; Visual Arts

This publication documents the successes of a Mississippi Arts Commission program, entitled the "Artist Is In!". The program

*Educational Development; Educational Research; Elementary Secondary Education; Foreign Countries; Higher Education; *Latin American Culture; *Latin American History; *Latin Americans; Social Science Research
IDENTIFIERS- *Brazil

The studies presented in this volume help readers to understand the constraints faced in addressing the key problems within the Brazilian education system. Steps to address the issues and benefits to be gained by addressing those issues are discussed. Forty-two authors reiterate that the success of Brazil's education reform will have an important influence Brazilian society will have in the new millennium. The book documents the poor educational performance of Brazilians and considers the consequences. The 18 studies are divided into four sections. Section 1, "Background and Setting," includes (1) "Education in Brazil: Playing a Bad Hand Badly" (Nancy Birdsall; Barbara Bruns; Richard H. Sabot); (2) "Where Does Brazil Fit? Schooling Investments in an International Perspective" (Jere R. Behrman; Ryan Schneider); (3) "Education and Economic Growth: Some Cross-Sectional Evidence" (Lawrence J. Lau; Dean T. Jamison; Shucheng Liu; Steven Rivkin); and (4) "Why Brazil Lags Behind in Educational Development" (David N. Plank; Jose Amaral Sobrinho; Antonio Carlos da Ressurreicao Xavier). Section 2, "Education and Earnings," contains: (5) "Wages, Schooling and Background: Investments in Men and Women in Urban Brazil" (John Strauss; Duncan Thomas); (6) "Temporal Evolution of the Relationship between Wages and Education of Brazilian Men" (Ricardo Barros; Lauro Ramos); (7) "Do Returns to Schooling Vary Across Industries?" (Donald Robbins; Mari Minowa); and (8) "The Quality of Schooling and Labor Market Outcomes" (Jere R. Behrman; Nancy Birdsall; Robert Kaplan). Section 3, "Education and Inequality," consists of: (9) "Educational Expansion and the Inequality of Pay in Brazil and Korea" (Young-Bum Park; David R. Ross; Richard H. Sabot); (10) "Social Mobility: The Role of Education in Determining Status" (Jose Pastore; Helio Zylberstajn); (11) "Education, Mobility and Growth" (Irma Adelman; Samuel Morley; Christoph Schenzler; Stephen Vogel); (12) "Income and Educational Inequality and Children's Schooling Attainment" (Richardo Barros; David Lam); and (13) "Family Background, Quality of Education and Public and Private Schools: Effects on School Transitions" (Alberto de Mello e Souza; Nelson do Valle Silva). Section 4, "Educational Policy Issues," includes: (14) "Efficiency-Enhancing Investments in School Quality" (Eric A. Hanushek; Joao Batista Gomes-Neto; Ralph W. Harbison); (15) "The Causes and Effects of Grade Repetition" (Joao Batista Gomes-Neto; Eric A. Hanushek); (16) "Private Education and Public Regulation" (Estelle James; Carlos Alberto Primo Braga; Paulo de Tarso Afonso de Andre); (17) "Dealing with Poor Students" (Claudio de Moura Castro; Sonia Dantas Pinto Guimaraes; Joao Batista Araujo e Oliveira; Sergio Costa Ribeiro); and (18) "The Economics of Higher Education" (Jean-Jacques Paul; Laurence Wolff). (EH)

ED 416 129   SO 027 646

Thomas, Duncan
Education across Generations in South Africa. RAND Reprints. Labor & Population Program.
PUB DATE- 96
NOTE- 16p.; Reprinted from American Economic Review, May 1996, Vol. 86, No. 2, pp. 330-334.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)

game of exploration of cultural items; (2) poster lessons depicting Indian food, gods and goddesses, dress, villages, cities, and homes; and (3) an in depth study of one aspect of Indian culture with a class presentation. (EH)

ED 416 155 SO 028 142

DeVito, Carole; DeVito, Pasquale
India - Mahabharata. Fulbright-Hays Summer Seminar Abroad 1994 (India).
PUB DATE- 94
NOTE- 11p.; For other Fulbright-Hays Summer Seminar Abroad 1994 reports, see SO 028 135-143. Accompanying slides not available from EDRS.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Asian Studies; Course Content; Culture; Ethnic Groups; Foreign Countries; *Global Education; *Indians; Interdisciplinary Approach; Multicultural Education; *Religion Studies; Secondary Education; *World Literature
IDENTIFIERS- *Hinduism; *India; Mahabharata

This lecture is accompanied by slides of India. The lecture is used an introduction to the first of the three videotapes of Peter Brook's "Mahabharata," providing students with preliminary background on Hinduism and on the Hindu epic. The objective is also to have students think about the basic values of ancient and modern Hindus. (EH)

ED 416 156 SO 028 143

Younkin, Joan
India. Fulbright-Hays Summer Seminar Abroad 1994 (India).
PUB DATE- 94
NOTE- 128p.; For other Fulbright-Hays Summer Seminar Abroad 1994 reports, see SO 028 135-142. Some pages may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Asian Studies; Course Content; Course Descriptions; Culture; Elementary Secondary Education; Ethnic Groups; Foreign Countries; *Global Education; *Indians; Interdisciplinary Approach; Multicultural Education; Religion Studies; Social Studies
IDENTIFIERS- *India

This packet contains teaching ideas for a unit on India. It is based on a series of interviews of people from India and directs students to develop a museum kit from the research. The packet begins with a unit on the United Nations and uses India as the model country for students to write their own projects. Questions for consideration are included as are numerous resources. (EH)

ED 416 157 SO 028 197

Johnston, Ann
Dye Painting!
PUB DATE- 92
NOTE- 91p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

Difference," the ten chapters are: (1) "Setting the Stage for Appropriate Behavior"; (2) "Expectations, Limits and Rules"; (3) "Encouragement, Praise, and Rewards"; (4) "Creating a Community of Caring Listeners and Talkers"; (5) "Harnessing and Channeling Anger Into Constructive Outlets"; (6) "What to Do After Students Misbehave"; (7) "Problem Solving as a Tool for Teachers"; (8) "Problem Solving as a Tool for Students"; (9) "Strategies for Chronic, Annoying Misbehaviors"; and (10) "Strategies for Misbehavior Resulting from Childhood Trauma." Appendixes contain suggested readings and recommended programs. (Includes 85 references and an index.) (LH)

ED 416 179 SP 037 682

Erickson, Joseph A.; Anderson, Jeffrey B.
Learning with the Community: Concepts and Models for Service-Learning in Teacher Education. AAHE's Series on Service-Learning in the Disciplines.
PUB DATE- 97
NOTE- 268p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Educational Objectives; Elementary Secondary Education; Higher Education; Literature Reviews; Master Teachers; Models; Personal Narratives; *Preservice Teacher Education; School Community Relationship; *Service Learning

This monograph is an attempt to bring together the best recent work in the field to assist teacher educators in developing successful service-learning in their programs and to promote policies and procedures that will foster successful service-learning activities at the local, state, and national levels. Part 1: "Theory, Research, and Foundational Issues" includes chapters entitled "Service-Learning: An Essential Process for Preparing Teachers as Transformational Leaders in the Reform of Public Education" (Carol Myers and Terry Pickeral); "School-Based Service: A Review of Research for Teacher Educators" (Susan C. Root); "Service-Learning and Evaluation: An Inseparable Process" (Robert Shumer); "Service-Learning Professional Development for Experienced Teachers" (Don Hill and Denise Clark Pope); and "Teacher Education and Service-Learning: A Critical Perspective" (Robert Shumer). Part 2: "Diverse Perspectives of Service-Learning and Teacher Education" includes chapters entitled: "Introduction to Part 2" (Joseph A. Erickson); "Working with Preservice Teachers to Improve Service-Learning: A Master Teacher's Perspective" (Christine Hunstiger Keithahn); "A Recent Teacher Education Graduate's View of Service-Learning" (Theresa J. H. Magelssen); "A K-12 Administrator's Perspective" (Mary J. Syfax Noble); "A Service Recipient's Perspective" (Janet Salo, with Susan O'Connor); "Collaborating with the Community: A Campus-Based Teacher Educator's Story" (Rahima C. Wade) and "Turtle Island Project: Service-Learning in Native Communities" (John Guffey). Part 3: "Models for the Integration of Service-Learning and Teacher Education" includes chapters entitled: "Introduction to Part 3" (Jeffrey B. Anderson); "James Madison University" (Diane Fuqua); "Kentucky State University" (Carole A. Cobb); "Clark Atlanta University" (William H. Denton); "Valparaiso University" (Jose Arredondo); "Alverno College" (Julie A. Stoffels); "Gustavus Adolphus College" (Carolyn O'Grady); "Washington State University" (Gerald H. Maring); "California implementing school-based decision making (SBDM), examining an outcomes-driven developmental model (ODDM) and describing the training components within Springfield, Missouri's and Kentucky's strategic plans. The Springfield Board of Education approved a plan to guide a schoolwide community staff development process utilizing the ODDM process. The training developed a SBDM model to help each school achieve its goal of success for all students. In Kentucky, the changing political context at the school level provided the basis for a problem-based learning module for principals implementing Kentucky's school-based reform. A research project examined problems encountered in implementing SBDM in Kentucky and explored issues related to leadership, school and community empowerment, and principal training and preparation. SBDM helps move schools from a centralized system into a participative management mode by extending the principal's leadership role to many individuals who engage in ongoing dialogue. SBDM emphasizes school improvement and management at the building level. It involves administrators, teachers, parents, and community members in a team-building, consensus mode designed to create a school plan to produce improved student outcomes. As schools move to participative management, they must consider such issues as changes in the principal's role and the need to develop other leaders in the school community who can manage in a SBDM environment. Principals need specialized staff development to meet the new demands of legislated reform. (Contains 15 references.) (SM)

ED 416 196 SP 037 767

Missouri Professional Development Guidelines for Student Success.
PUB DATE- 97
NOTE- 203p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Beginning Teachers; Budgeting; Costs; Educational Finance; Elementary School Teachers; Elementary Secondary Education; *Faculty Development; Inservice Teacher Education; National Standards; Program Development; Program Evaluation; Secondary School Teachers; State Programs; Teacher Certification; Teacher Competencies; *Teacher Improvement
IDENTIFIERS- Missouri; Missouri School Improvement Program

These guidelines help professional development chairs, administrators, and teachers collaboratively plan for the ongoing skill development and content acquisition of staff members. Section 1, "Missions, Mandates, and Regulations for Professional Development," describes the mission of professional development as supporting teachers in continuing efforts to improve instruction. The section highlights: statutory authority for professional development; Missouri School Improvement (MSIP) standards; teacher certification; and "show me" standards, curriculum framework, and assessment system. Section 2, "Professional Development Roles and Responsibilities," discusses support for professional development and the roles of the Department of Elementary and Secondary Education, the School Board, the administration, and the professional development committee (PDC). Section 3, "PDC Budget," discusses funds for professional development, allowable expenditures, nonallowable expenditures, budgeting, and accounting for expenditures. Section 4, "Planning,

(141)
DESCRIPTORS- *Achievement Tests; Course Evaluation; Evaluation Methods; Federal Aid; Grants; Higher Education; *Intellectual Disciplines; Surveys; *Test Construction; Test Use
IDENTIFIERS- *Area Concentration Achievement Test; *Program for Area Concentration Achievement Testing

The Program for Area Concentration Achievement Testing (PACAT) produces the cooperative assessment instrument known as the Area Concentration Achievement Test (ACAT). The ACAT uses a model designed specifically to measure curricular strengths and weaknesses and to provide this information at the departmental level. PACAT has developed 57 descriptive curriculum patterns for 12 disciplines based on survey information from 5,699 academic departments. The number of ACATs administered annually has grown from 400 in 1988 to over 2,600 in 1992. The PACAT was developed with support from the Fund for the Improvement of Postsecondary Education (FIPSE), and this report is the final report under the FIPSE grant. During the period of FIPSE support, PACAT staff published 3 articles and made 23 presentations concerning the project. PACAT staff also conducted workshops or discussion groups and assisted in the conduct of two doctoral dissertations and one master's thesis. Approximately 9,000 sets of survey results and curricula have been distributed by PACAT. Test items for the ACAT are developed by working with faculty in participating departments to construct items that reflect their expectations of performance at a level appropriate for graduating seniors. Area concentration achievement tests are available in the following fields: agriculture, art, biology, communication, literature in English, political science, psychology, and social work. It is a measure of PACAT's success that it continues beyond the FIPSE support period, working with over 100 academic departments in 28 states. The body of the report contains: (1) "Project Overview"; (2) "Purpose"; (3) "Background and Origins"; (4) "Project Descriptions"; (5) "Project Results"; and (6) "Summary and Conclusions." Nine appendixes present supplemental information, including content area survey descriptions, lists of participants and ACAT users, and sample materials. (SLD)

ED 416 213 TM 028 065

Woldbeck, Tanya
A Primer on Logistic Regression.
PUB DATE- 98
NOTE- 22p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Houston, TX, January 23, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavioral Science Research; *Chi Square; Computer Software; Goodness of Fit; Item Bias; *Regression (Statistics); Test Items
IDENTIFIERS- *Logistic Regression; *Odds Ratio

This paper introduces logistic regression as a viable alternative when the researcher is faced with variables that are not continuous. If one is to use simple regression, the dependent variable must be measured on a continuous scale. In the behavioral sciences, it may not always be appropriate or possible to have a measured dependent variable on a continuous scale. Logistic regression, a technique derived from logit modeling or logit analysis, has been the analysis of choice in

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Processes; Curriculum; *Educational Objectives; *Group Dynamics; Higher Education; Interpersonal Relationship; Learning; Medical Education; *Medical Students; Problem Solving; Skill Development; *Student Role; *Teaching Methods; Thinking Skills
IDENTIFIERS- *Problem Based Learning

The learner's role in acquiring cognitive and interpersonal skills in a first-year medical school course in neurobiology (12 students) that used a small-group, problem-based teaching method. Objectives of the study were to: (1) determine the cognitive and interpersonal skills the students believed were important; (2) evaluate how well the students believed the course helped them acquire the skills they generated as well as the skills the instructor generated; (3) quantify students' beliefs about their individual learning styles; (4) determine if there are significant correlations between course evaluations and learning style beliefs; and (5) analyze the small group process to provide illuminating examples and identify the individual roles the students took during the group dynamics. Students who rated the course higher tended to describe themselves as more active learners who prefer to build concepts interactively, prefer to use intuition more than existing concrete models, and tend to re-evaluate their understandings of concepts continually. Students who rated the course lower tended to describe themselves as passive learners who prefer to model concepts in their heads, prefer to use existing concrete models to guide their thinking, and who are frustrated by discussions of concepts they feel they already understand. In the videotaped group sessions it was observed that students variously took the executive, recorder, contributor, critic/evaluator, and assimilator roles described by A. Brown and A. Palincsar (1989). "Clarifier" and "cheerleader" roles were also identified in this study. It is hoped that this information on the role of the learner in acquiring cognitive and interpersonal skills in small group, problem-based curricula will be of value for increasing the effectiveness of skill-oriented instruction. An appendix presents the outline for a learning workshop session.(Contains 3 tables and 10 references.) (SLD)

ED 416 231 TM 028 111

Kasprzyk, Dan, Ed.
Selected Papers on Education Surveys: Papers Presented at the 1996 Meeting of the American Statistical Association. Working Paper Series.
PUB DATE- 97
NOTE- 80p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Data Collection; *Elementary Secondary Education; *Equal Education; Estimation (Mathematics); Interviews; Models; Private Schools; Public Schools; Qualitative Research; Questionnaires; *Research Methodology; Sampling; *Statistical Bias; *Surveys; Tables (Data); Test Construction; Validity
IDENTIFIERS- *American Statistical Association; *National Center for Education Statistics; Schools and Staffing Survey (NCES)

The 11 papers in this volume were presented at the 1996 American Statistical Association (ASA) meeting in Chicago (Illinois), August 4 through 8. This is the fourth collection of ASA papers by Level of Education"; (5) "The Public and Private Dimensions of Education Expenditures"; (6) "Expenditures for Particular Functions, Services, and Cost Categories"; (7) "Special Issues Concerning Expenditures for Tertiary Education"; (8) "Statistics on Uses of Education Funds (Expenditures by Nature and Resource Category"; (9) "Education Expenditures by Source of Funds"; (10) "Enrollment Statistics and Expenditures per Student"; (11) "General Findings, Conclusions, and Implications." Three annexes present the study questionnaire and finance data collection tables. (Contains 6 tables and 32 references.) (SLD)

ED 416 247 TM 028 127

Sherman, Joel D.; Phelps, Richard P.
International Education Expenditure Comparability Study: Final Report. Volume II, Quantitative Analysis of Expenditure Comparability. Working Paper Series.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 97
NOTE- 269p.; For Volume I, see TM 028 126.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Comparative Analysis; Costs; *Educational Finance; Educational Research; Elementary Secondary Education; *Expenditures; Foreign Countries; Higher Education; International Education; *International Studies; Private Schools; Public Schools; *Research Methodology

In 1992, the National Center for Education Statistics reached the conclusion that the comparability of international education statistics needed improvement. The International Expenditure Comparability Study was undertaken for this purpose. The first volume presented detailed discussions of problems in the comparability of international education statistics, the steps required to improve the quality and comparability of expenditure data collected in different countries, and discussions of progress to date and prospects for improvement. This volume presents the quantitative adjustments to improve comparability, the effects of these adjustments on expenditures for all education levels combined and separately, and the effects of expenditure adjustments on two key indicators of countries' investment in education--education expenditures relative to gross domestic product and education expenditure per student. The following chapters are included: (1) "Quantitative Analysis of Expenditure Comparability"; (2) "Adjustment of Data on Public and Private Expenditures To Improve Comparability"; (3) "Summary of Adjustments to Countries' Expenditures"; and (4) "Effects of Adjustments to Countries' Expenditures on Selected Finance Indicators." Three appendixes discuss adjustments to data on public expenditures, expenditures relative to gross domestic product, and expenditures relative to tertiary education. (Contains 140 exhibits.) (SLD)

ED 416 248 TM 028 128

Cole, Cornette; Palmer, Randall; Schwanz, Dennis
Improving the Mail Return Rates of SASS Surveys: A Review of the Literature. Working Papers Series.
PUB DATE- 97
NOTE- 42p.
LANGUAGE- English

dynamics of the relationship between student and teacher, and are illustrated by anecdotes of the author's teaching experiences. Suggestions for facilitating structural transitions in students' learning and teachers' practice are offered. (Contains 9 references.) (DB)

ED 415 807 HE 030 958

Basten, Jay; Cole, John; Maestas, Ricardo; Mason, Katherine
Redefining the Virtuous Cycle: Replacing the Criterion of Race with Socioeconomic Status in the Admissions Process in Highly Selective Institutions. ASHE Annual Meeting Paper.
PUB DATE- 97
NOTE- 29p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (22nd, Albuquerque, NM, November 6-9, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Ability; *Affirmative Action; *College Admission; *College Choice; College Freshmen; Decision Making; *Diversity (Student); Family Income; Higher Education; Parent Background; Predictor Variables; Racial Factors; *Selective Admission; *Socioeconomic Status; Student Characteristics
IDENTIFIERS- *ASHE Annual Meeting; Cooperative Institutional Research Program

This study examined characteristics of the student bodies of highly selective and less-selective colleges and universities specifically those related to race and socioeconomic status (SES) and the possible effects of replacing race and ethnicity with SES as a method for ensuring student diversity. The study used data from the Cooperative Institutional Research Program (CIRP), specifically data from freshmen (n=4,408) entering college in 1986. Independent variables included socioeconomic factors (income, parents' educational levels and occupations), race, and background factors (Scholastic Aptitude Test (SAT) scores, high school grades, gender, and high school rank). Institutional selectivity was the dependent variable. Analysis confirmed the hypothesis that academically and socioeconomically advantaged students are more likely to attend highly selective institutions than other students, and six of the nine independent variables were found to be significant predictors of attendance at a selective institution. Although SAT scores and high school grades were the strongest predictors of institutional selectivity, family income, parents' education, and gender also contributed significantly. Also, twice as many white and Asian students attend highly selective institutions as compared to other racial groups. Results suggest that replacing race with socioeconomic status in affirmative action policies for college admissions would assist in diversifying student bodies. (Contains 30 references.) (DB)

ED 415 808 HE 030 959

McCormick, Alexander C.
Changes in Educational Aspirations after High School: The Role of Postsecondary Attendance and Context. ASHE Annual Meeting Paper.
PUB DATE- 97
NOTE- 37p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (22nd, Albuquerque, NM, November 6-9, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

schools, and to determine if there was an interaction between this person-environment fit and satisfaction and anxiety. A random sample of 279 students from 3 professional and 2 liberal arts schools in the New York City metropolitan area responded to selected questions from the following questionnaires: The Washington University Sentence Completion Test, which measures ego development; the Student Reactions to College Questionnaire, and the State-Trait Anxiety Index. No significant difference was found in the levels of ego development of older students in professional schools versus those in liberal arts schools, nor was any significant difference noted between professional and liberal arts students in their perceptions of the overall openness or restrictiveness of the environment. However, some factor-specific effects on anxiety and on satisfaction were noted. Appendices include factor tables, definitions of openesss-restrictiveness dimensions, and an addendum of tables and data testing several alternative hypotheses. (Contains 107 references.) (CH)

ED 415 824 HE 030 975

Nora, Amaury; Kraemer, Barbara; Itzen, Richard
Persistence among Non-Traditional Hispanic College Students: A Causal Model. ASHE Annual Meeting Paper.
PUB DATE- 97
NOTE- 47p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (22nd, Albuquerque, NM, November 6-9, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Persistence; College Environment; Community Colleges; Cultural Influences; Enrollment Influences; Family Influence; *High Risk Students; *Hispanic Americans; Nontraditional Students; Predictor Variables; School Holding Power; Social Influences; Statistical Analysis; *Student Adjustment; Student College Relationship; *Two Year College Students; Two Year Colleges
IDENTIFIERS- *ASHE Annual Meeting; *Hispanic American Students

This study examined environmental and institutional factors affecting persistence of Hispanic college students. The sample of 324 first- and second-year students surveyed in the spring of 1995 included students who were enrolled in programs at a private, Illinois, bilingual junior college which were established to educate students who were older, ill-prepared academically, out of school for a long time, and lacked financial resources. Structural equation modeling was used to explore the effect of the following variables: grade point average, mathematics ability, family and home responsibilities, financial problems, cultural affinity, social integration, satisfaction with faculty, academic difficulty, academic integration, goal commitment, institutional commitment, intent to persist, and encouragement and support that students receive from family, peers, and college staff, in a comprehensive model of student persistence. Findings confirmed the validity of the model to explain students' social and academic adjustment but not the impact of those experiences on their persistence. College-related factors such as social experiences, academic difficulty, and attitudes toward faculty influenced student commitments to degree completion and to the college. Despite expressed intentions to continue their college program, students' return to college in the fall seemed to be affected by factors outside the campus. A list of factor scale items is correlational analyses, and a one-way analysis of variance. Results showed that students had a positive attitude toward modern technology and toward learning using modern technology. There was a high positive correlation between students' attitudes toward technology and toward learning. Neither gender nor grade level had any effect on students' attitudes toward technology or on their attitudes toward learning using technology in an academic setting. Recommendations for further research are provided. (Contains 10 references.) (Author/SWC)

ED 415 842 IR 018 699

CNN Newsroom Classroom Guides. January 1-30, 1998.
PUB DATE- 98
NOTE- 65p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cable Television; *Class Activities; *Current Events; Discussion (Teaching Technique); *Educational Television; Elementary Secondary Education; *News Media; *Programming (Broadcast); *Social Studies; Teaching Guides
IDENTIFIERS- Cable News Network; *CNN Newsroom

These classroom guides, designed to accompany the daily CNN (Cable News Network) Newsroom broadcasts for the month of January, provide program rundowns, suggestions for class activities and discussion, student handouts, and a list of related news terms. Topics include: the first mission to the moon in 25 years, Kenya reelects Daniel Arap Moi to his fifth term as the country's president, entertainer-turned Congressman Sonny Bono dies in skiing accident, a U.S. physicist announces his intention to clone humans to help infertile couples have children, and Mir cosmonauts step into space (January 5-9); the northeastern U.S. and Canada clean up after the worst ice storm in memory, New York and New Jersey argue before the U.S. Supreme Court over which state owns Ellis Island, CBS negotiates an expensive deal to televise NFL games, scientists isolate telomerase, the enzyme they hope to use to fight cancer, and new evidence indicates a deliberate effort to market tobacco to teens (January 12-16); U.S. observes Martin Luther King, Jr.'s birthday, Cuba prepares for historic visit of Pope John Paul II, a drop in prices makes used cars a favorable alternative, cheers and a warm welcome from Cuban leader Fidel Castro greet Pope John Paul II, and new allegations of wrongdoing brought against U.S. President Clinton (January 19-23); U.S. warns of air strikes on Iraq, spacesuit problems experienced on Mir, President Clinton delivers the State of the Union address, U.S. Secretary of State Albright heads for the Middle East, Shuttle Endeavor and space station Mir part company after completing astronaut exchange, and media coverage of the latest allegations surrounding President Clinton (January 26-30). (SWC)

ED 415 843 IR 018 700

Raese, Robert
Internet.edu: A Sourcebook for Educators.
PUB DATE- 97
NOTE- 230p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher)

Education; *Health Materials; *Library Collections; Library Services; Library Surveys; Medical Research; *Public Libraries; Resource Materials; User Needs (Information); Users (Information)
IDENTIFIERS- *Health Information; Michigan

Public librarians have been providing consumers access to health and medical information for approximately 20 years. Changes in the American health care environment in the 1990s suggest that the role of public librarians in the provision of health and medical information will grow exponentially in the 21st century. This report describes a study of the provision of consumer health information by public librarians in Michigan. A survey was sent to 659 public main and branch libraries in Michigan, eliciting a response rate of 53.5% (n=353). The survey looked at the nature and frequency of health-related questions; who uses the library for health information; the status of consumer health information collections; type of health information services provided; training public librarians possess to respond to health queries; problems experienced by librarians in responding to health questions; and what public librarians feel would help them improve their service effectiveness. The majority of respondents had spent more than 10 years providing health information. The primary method of preparation for fielding health information queries was on-the-job training. Adults and mature adults comprised almost half (49%) of the clientele using public libraries and were the ones who most frequently asked for health information. Respondents performed a variety of health-related functions: reference services, collection development, interlibrary loan, and selection, acquisition, and maintenance of health materials. The most frequent duty was reference service to patrons in the library. More than half the respondents indicated that patrons asked health-related questions often to very often. Appendices include consumer health information questionnaire, accompanying letter, and compilation of sources identified by respondents. (Contains 25 references.) (SWC)

ED 415 861 IR 056 829

Coming Full Circle. The Transborder Library Forum. = Completands el Circulo. Foro Trinacional de Bibliotecas. Proceedings (6th, Tucson, AZ, February 15-17, 1996).
PUB DATE- 96
NOTE- 322p.; Electronic version: http://azinfo.maricopa.gov/azla/conf/foro6.html.
LANGUAGE- English; Spanish
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Collected Works - Proceedings (021)
DESCRIPTORS- Academic Libraries; Computer Networks; Copyrights; Document Delivery; Elementary Secondary Education; Foreign Countries; Higher Education; Information Technology; *International Cooperation; Libraries; Library Acquisition; Library Collection Development; *Library Cooperation; Library Networks; Library Planning; *Library Services; Library Surveys; Microcomputers; School Libraries; Special Libraries
IDENTIFIERS- Canada; *International Librarianship; Mexico; United States

At the sixth transborder forum, librarians from the United States, Canada, and Mexico gathered to explore topics of interest to academic, public, school, and special librarians in all three countries. The conference program and general information are provided in English and Spanish. Presentations, some in English and some in Spanish, include: "The Sixth reports, promotional materials, tutor monthly reports, program brochure, and literacy newsletters. (SWC)

ED 415 879 IR 056 849

Beard, Patricia; Hudspeth, Jean
Mississippi Library Commission, Final Performance Report for Library Services and Construction Act (LSCA) Title VI, Library Literacy Program.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC. Office of Library Programs.
PUB DATE- 94
NOTE- 127p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Adult Learning; *Adult Literacy; Adult Students; Agency Role; *English (Second Language); Federal Programs; Grants; *Library Collection Development; *Library Collections; Library Services; *Literacy Education; Public Libraries; *Resource Materials; Second Language Instruction; Shared Library Resources; State Agencies
IDENTIFIERS- Library Services and Construction Act; Mississippi Library Commission

The Mississippi Library Commission conducted a project that involved raising public awareness, collection development, and English as a Second Language (ESL) services. The project served a community of over 200,000 people, with ESL learners as the specific target group. The goal of the project was to aid public library and other literacy efforts in selecting and providing ESL materials for students and teachers. A core collection of ESL materials for use by ESL instructors, trainers, and program directors was purchased. The collection, housed at the Mississippi Library Commission, allows ready access through an established library resource sharing network throughout all areas of the state. The bibliography of ESL materials produced through the project was distributed to all public libraries, literacy providers, school districts, colleges, and junior colleges. A survey accompanied the bibliography, and was intended to obtain feedback from service providers who have the most direct contact with the target population. Information from the survey was also used in planning for future literacy programs. Literacy students will benefit from both the literacy providers' use of the collection and from personal access to the collection. Attachments include newspaper articles, the survey, and a 46-page annotated bibliography with three indexes (author, subject, and series) of ESL literacy materials. (SWC)

ED 415 880 IR 056 850

Limberger, Marci
New Britain Public Library, Final Performance Report for Library Services and Construction Act (LSCA) Title VI, Library Literacy Program.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC. Office of Library Programs.
PUB DATE- 93
NOTE- 12p.; Attachments not included.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

Construction Act; Tutor Training; Volunteer Recruitment

The Fairbanks North Star Borough Public Library (Alaska) conducted a project that involved recruitment, coalition building, public awareness, training, basic literacy, collection development, tutoring, computer assisted services, and English as a Second Language (ESL) programs. The project served a community of 50,000-100,000, and targeted inmates of correctional institutions, welfare recipients, and ESL learners. Tutoring was done one-on-one, using the Literacy Volunteers of America (LVA) method and materials developed by the Literacy Council of Alaska. The project served 353 adult learners and provided 4,300 hours of direct tutoring service. The report provides a comparison of actual accomplishments to goals and objectives set forth in the grant application; a comparison between proposed and actual expenditures; specific details of activities undertaken; the role the library played in the accomplishment of the goals and objectives; agencies and organizations that assisted in the project; and the impact of the federal project on the ongoing program of the library. Attachments contain lists of project sites, donors, and organizations that volunteered services; cultural forum materials; prison tutoring program training manual; literacy consortium meeting agendas; volunteer tutor recruitment and training materials; and program brochures, promotional materials, newspaper articles, and evaluation forms. (SWC)

ED 415 897 IR 056 868

Dalheim, Zoe; Mauke, Martha
Lee Library Association, Final Performance Report for Library Services and Construction Act (LSCA) Title VI, Library Literacy Program.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC. Office of Library Programs.
PUB DATE- 93
NOTE- 17p.; Appendices are not provided.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Adult Learning; *Adult Literacy; Advisory Committees; Computer Assisted Instruction; *English (Second Language); Federal Programs; Functional Literacy; Grants; Homeless People; Learning Disabilities; Library Collection Development; Library Role; *Library Services; *Literacy Education; Public Libraries; Publicity; Rural Areas; Tutoring; Tutors; User Needs (Information); Volunteer Training; Volunteers; Workplace Literacy
IDENTIFIERS- Library Services and Construction Act; Tutor Training; Volunteer Recruitment

The Lee Library Association conducted a project that involved recruitment, public awareness, training, rural oriented, basic literacy, collection development, tutoring, computer assisted services, and English as a Second Language (ESL) programs. The project served a community of 25,000-50,000 people, and targeted the homeless, learning disabled, functionally illiterate, and ESL learners. Tutoring was done one-on-one and in small groups, using a modification of the Orton-Gillingham method, and the Linguistic Approach. The project served 71 adult learners. The report provides a comparison of actual accomplishments to goals and objectives set forth in the grant application; a comparison between proposed and actual expenditures; specific details of activities undertaken; the role the library played in the accomplishment of the goals and

ED 415 915   IR 056 886

Fontenot, Jerry
Evangeline Parish Library, Final Performance Report for Library Services and Construction Act (LSCA) Title VI, Library Literacy Program, FY 1992.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC. Office of Library Programs.
PUB DATE- 93
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Adult Learning; *Adult Literacy; English (Second Language); Farmers; Federal Programs; Grants; *Library Collection Development; Library Role; *Library Services; *Literacy Education; Low Income Groups; Lumber Industry; Minority Groups; Public Libraries; Publicity; Rural Areas; Tutoring; Tutors; User Needs (Information); Volunteer Training; Volunteers
IDENTIFIERS- Library Services and Construction Act; Tutor Training

This final performance report provides project outcome information and data to the U.S. Department of Education for the federally-funded Library Literacy Program. The Evangeline Parish Library (Louisiana) conducted a project that involved recruitment, retention, public awareness, training, rural oriented, basic literacy, collection development, tutoring, and computer assisted programs. The project served a community of 25,000-50,000 people, and targeted the learning disabled, mentally disabled, English as a Second Language (ESL), farm workers and their families, low-income persons, minorities, and lumbermen and their families. One-on-one tutoring was done using the Laubach and Steck-Vaugh methods. The project provided a total of 1,212 hours of direct tutoring service to 40 adults. The report provides a comparison of actual accomplishments to the objective for fiscal year 1992- to locate, reach out to, and assist illiterate adults 16 years old and older (and not in school) who do not have a secondary education or its equivalent to acquire basic reading, writing, and speaking skills and other basic skills necessary to become functional adults while simultaneously improving their self-esteem and confidence. Proposed and actual expenditures are compared. Details of activities undertaken, the role the library played in the accomplishment of the goals and objectives, agencies and organizations that assisted in the project, the impact of the federal project on the ongoing program of the library, and recommendations and observations are included. Appendices include newspaper clippings, samples of posters and flyers, and sample student and tutor record forms. (SWC)

ED 415 916   IR 056 917

Data Comparability and Public Policy: New Interest in Public Library Data. Papers Presented at Meetings of the American Statistical Association. National Center for Education Statistics, Working Paper Series.
PUB DATE- 94
NOTE- 95p.; Maps may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Census Figures; *Demography; Library Administration; *Library Research; *Library Statistics; *Public Libraries

criteria that suggested they took courses for job skills improvement. Telephone interviews were successfully conducted on 56% of the students to determine their primary reason for taking a course, satisfaction with the course and goal achievement, previous course enrollment to improve job skills, employment information, future enrollment plans, and demographic information. Results indicated that 65% of the interviewed students took vocational courses to improve job skills, with an 84% rate of high satisfaction. Almost all of the students were employed and said their job performance improved as a result of taking the course. Even those not seeking to improve job skills were highly satisfied with the courses, and most respondents plan to continue taking San Juan College courses in the future. Appendices include documentation of study methods, instructions to telephone interviewers, employer questionnaires, and data tables. (YKH)

ED 415 935 JC 980 098

Dooley, Kim E.; Edmundson, Chris; Hobaugh, Carol
Instructional Design: A Critical Ingredient in the Distance Education Soup.
PUB DATE- 97
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Students; Computer Interfaces; *Computer Managed Instruction; Course Evaluation; *Distance Education; *Educational Technology; Faculty Evaluation; Group Dynamics; Higher Education; *Instructional Design; Multimedia Instruction; Multimedia Materials; Portfolio Assessment; Student Evaluation; Teacher Collaboration; Teacher Student Relationship; Technological Advancement; Telecourses; User Needs (Information)

Instructional design is a critical factor in a successful distance education environment. An efficient design analyzes audience and needs, creates learning goals/objectives, develops materials, methods and media for content delivery, and plans for evaluation and feedback. Design implementation requires certain instructional criteria: (1) competent, skilled faculty; (2) meaningful interaction among instructors, staff, and students; (3) well-organized and accessible support materials; (4) effective collaboration among instructors, program planners, and instructional designers; (5) multimedia integration with lessons; and (6) instructor responsiveness to student needs. Through question/answer strategies, group work, familiarity with the technological environment, and portfolio assessment, a design can combine content, interaction, and student evaluation, effectively achieving the educational goals of distance learning. (Contains 24 references.) (YKH)

ED 415 936 JC 980 099

Freeman, Michael
Math and Science on a Personal Level.
PUB DATE- 97
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Algebra; Community Colleges; Comparative Analysis; *Cooperative Learning; Cost

than girls thought that using violence proved that you are tough (16 percent versus 7 percent) and tried to hit the person with whom they were having the conflict (21 percent versus 10 percent). Few significant grade-level differences were found. (A copy of the questionnaire is appended.) (MDM)

ED 415 955 PS 026 102

Dowshen, Steven, Ed.; Greback, Robert, Ed.; Nelson, Carl, Ed.; Schooley, Teresa L., Ed.; Sturgis, Janice, Ed.
Kids Count in Delaware: Fact Book, 1997.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 97
NOTE- 80p.; For 1996 Fact Book, see ED 406 003.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Birth Weight; Births to Single Women; Child Abuse; Child Health; *Children; Demography; Dropout Rate; Drug Abuse; Early Parenthood; Elementary Secondary Education; Family (Sociological Unit); Foster Care; Health Insurance; Mortality Rate; One Parent Family; Out of School Youth; Poverty; Preschool Education; *Social Indicators; State Surveys; Statistical Surveys; Tables (Data); *Well Being; Youth Problems
IDENTIFIERS- *Delaware; *Indicators; Women Infants Children Supplemental Food Program

This KIDS COUNT report details statewide trends in the well-being of Delaware's children. The statistical profile is based on 10 main indicators of child well-being: (1) births to teens; (2) low birth weight babies; (3) infant mortality; (4) child deaths, age 1-14 years; (5) teen violent deaths by accident, homicide, and suicide; (6) juvenile violent crime arrests; (7) high school dropouts; (8) teens not in the labor force and not in school; (9) children in poverty; and (10) children in one-parent households. In addition, this year's report provides data on six new indicators important to Delaware: (1) early care and education; (2) women and children receiving Women, Infants, and Children (WIC) support; (3) children without health insurance; (4) alcohol, tobacco, and other drugs; (5) child abuse and neglect; and (6) foster care. Indicators for infant mortality rate; child death rate; teen deaths by accident, homicide and suicide; high school dropouts; and teens not in school or in the labor force show improvement or are above the national average. The percentage of children in poverty remains below the national rate, but shows a rising trend in the state. Of concern are increasing rates of births to teens, juvenile violent crime arrests, low birth weight babies, and children in one-parent households. The report's appendix contains 34 tables of data related to the indicators. (EV)

ED 415 956 PS 026 122

Family Support: A New Approach to Child Well-Being and Health Care for All Our Children: We Can Make It Happen and] Massachusetts Families: Working and Still Poor.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 97
NOTE- 21p.; Three separately-published brochures all bearing the same rubric "All Our Children--Massachusetts Kids Count."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Welfare; *Day Care; Early Childhood Education; Program Descriptions; State Programs; Welfare Recipients; *Welfare Services
IDENTIFIERS- Child Care Action Campaign; Child Care Needs; Minnesota; *Subsidized Child Care Services; *Welfare Reform; Welfare to Work Programs; Wisconsin

This report from a 1996 Child Care Action Campaign national audioconference concerns approaches taken by Wisconsin and Minnesota in designing and implementing federally funded child care subsidy systems. Wisconsin Works phases out Aid to Families with Dependent Children cash assistance and redirects funds into job training, child care, and health care to ensure that all low-income families participate in work and are supported in doing so. In order to give all families of equal income equivalent child care support, Wisconsin will lower income eligibility for subsidized child care from 200 percent to 165 percent of federal poverty level and impose a sliding fee scale involving high co-payments for low-income working families. Minnesota seeks to expand child care capacity to keep pace with needs while retaining and expanding investments in child care quality. Conference comments regarding the Wisconsin and Minnesota efforts focused on the importance of child care quality, the need for child advocacy, and the need to consider the impact of state policy on children's well being. Strengths of Wisconsin's plan included its universal nature; concerns about the program included its lack of guaranteed child care for families required to work, limited parent choice, elimination of child care subsidies for participation in training or education, and requirements that parents with children 12 weeks and older return to work. The major strength of Minnesota's planning process was its effort to ensure that quality would remain central to child care decisions, while concerns about the program included the proposed reliance on tax credits to expand funding for low-income child care. (KB)

ED 415 973 PS 026 156

Willis, Sandra M.
Childhood Depression in School Age Children.
PUB DATE- 96
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Health; *Clinical Diagnosis; Counseling Services; *Depression (Psychology); Drug Therapy; Elementary Secondary Education; Emotional Disturbances; Parent Child Relationship; Parent Responsibility; Psychotherapy; *School Role; Teacher Education; *Teacher Response; Teacher Responsibility

At any one time, between 2 percent and 17 percent of the school-age population in the United States experiences moderate to severe depression. Too often, depression goes unrecognized, damaging self-esteem, ruining academic achievement, and disrupting families. This paper discusses childhood depression and treatment. Following an introduction outlining the problem of childhood depression, the paper discusses the types, causes, and diagnosis of depression in school age children, and then details treatment types: electroconvulsive therapy, dramatically alter group differences in academic achievement. Contains 26 references. (CW)

ED 415 992 PS 026 176

Nord, Christine Winquist; Rhoads, Amy
The Survey of Income and Program Participation as a Source of Data on Children: A Statistical Profile of At-Risk Children in the United States.
SPONS. AGENCY- National Inst. of Child Health and Human Development (NIH), Bethesda, MD.
PUB DATE- 92
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; *At Risk Persons; *Children; Comparative Analysis; Demography; Family Characteristics; *Family Income; Low Income; National Surveys; Profiles; Social Indicators; *Test Validity; Welfare Recipients; *Well Being
IDENTIFIERS- Aid to Families with Dependent Children; *Current Population Survey; *Survey of Income and Program Participation

This study evaluated the Survey of Income Program Participation (SIPP) as a source of data on children. The evaluation sought to determine whether SIPP provides reasonable estimates of the child population, by comparing estimates derived from SIPP with estimates derived from the Current Population Survey (CPS). Specifically, children living in families receiving Aid to Families with Dependent Children (AFDC), children living in families that are poor but not receiving AFDC, and children living in near-poor families were compared with children living in non-poor families and with all children in the United States; comparisons were made on basic demographic variables and on selected characteristics of the children's parents. With only a few exceptions, the estimates from SIPP were similar to those from the CPS, in spite of the SIPP smaller sample size. For some types of questions--specifically those related to employment, income, and Food Stamp receipt--data from SIPP may be better than those available from CPS because of the shorter recall period within SIPP for these questions. In addition to the comparison, a profile was created of children in the United States who are at risk for adverse outcomes because of living in families receiving welfare, living in or near poverty, or living with a mother who began childbearing when a teenager. (Contains 11 references and 8 tables.) (KA)

ED 415 993 PS 026 177

Brown, Brett V.
Family Functioning and Adolescent Behavior Problems: An Analysis of the National Survey of Families and Households.
SPONS. AGENCY- Department of Health and Human Services, Washington, DC.
PUB DATE- 93
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; *Behavior Problems; *Child Behavior; Comparative Analysis; Definitions; Family Environment; *Family Influence; Family Structure; Multivariate Analysis; National Surveys; Nuclear Family; One Parent Family; *Predictor Variables; Sex Differences; Stepfamily; Test Reliability
IDENTIFIERS- Family Functioning; National Survey of Families and

licensed child care more than wait-listed parents, feeling their child care is of high quality with greater satisfaction, and feeling their child had experienced improvements in learning and emotional well-being; (3) enrolled parents are positive about the CCCP, finding it to be supportive, whereas wait-listed parents are often frustrated with the waiting period for enrollment and with poor communication. Study recommendations include funding of the subsidy component, elimination of the wait list, and increased communication between the CCCP and families. (RR)

ED 416 009 PS 026 219

Kontos, Susan
Family Day Care: Out of the Shadows and into the Limelight. Research Monograph, Volume 5.
PUB DATE- 92
NOTE- 179p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Caregiver Child Relationship; Caregiver Role; Child Behavior; Child Caregivers; Compensation (Remuneration); *Day Care; Day Care Effects; Early Childhood Education; Family Characteristics; *Family Day Care; Family Influence; Labor Turnover; Public Policy; Work Environment; *Young Children

Because of the increased attention to family day care resulting from several state and national initiatives to improve quality, there is a need for a solid knowledge base about family day care. This book examines recent research on family day care. The book is divided into six chapters according to focus. Chapter 1 examines the ecology of family day care, how caregivers and children behave, caregiver-child interactions, quality variations, and the effects of family day care enrollment on children's development. Chapters 2 and 3 include descriptive data of family day care providers, including their personal, professional, and program characteristics. Chapter 4 focuses on the clientele of family day care and addresses family and child characteristics, parents' satisfaction with child care, and provider-family relationships. Chapter 5 reviews training methods and outcomes. Chapter 6 examines the regulatory climate in the United State by comparing states with respect to licensing versus registration, how regulatory status is determined, group sizes, training requirements, and age-level limitations, including methods of family day care accreditation or credentialing. Each of these chapters is followed by a discussion of the implications of the research on policy and practice. The seventh chapter examines the key issues of compensation and affordability, quality, training and professionalism, regulation, family support, and turnover. This chapter also looks toward the future of family day care. Contains 170 references. (KB)

ED 416 010 PS 026 220

Berlfein, Jean Reiss
Listen to the Children.
PUB DATE- 86
NOTE- 85p.; Stories collected by Docia Zavitkovsky. Commentaries by Katherine Read Baker. Photographs by Jean Reiss Berlfrin. Introduction and questions to consider by Millie Almy. Created and produced by Jean Reiss Berlfrin. Photographs may not reproduce well.

ED 416 028 PS 026 246

Thompson, Anne, Ed.
The State of Arizona's Children 1997: Kids Count Data Book.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 97
NOTE- 87p.; For 1996 Report, see ED 405 089.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Birth Weight; Child Abuse; *Child Health; Child Neglect; Child Welfare; *Children; Demography; Dropout Rate; Early Parenthood; Family (Sociological Unit); Foster Care; Health Insurance; High Schools; Mortality Rate; Poverty; Prenatal Care; Preschool Education; *Social Indicators; State Surveys; Statistical Surveys; Tables (Data); Trend Analysis; Violence; *Well Being; Youth Problems
IDENTIFIERS- *Arizona; Arrests; Availability (Programs and Services); Firearms; *Indicators

This Kids Count report examines statewide trends between 1990 and 1996 in the well-being of Arizona's children. The statistical portrait is based on 16 indicators of well-being: (1) prenatal care; (2) incidence of low birth weight; (3) state-approved child care spaces; (4) comprehensive preschool services; (5) lack of health insurance; (6) infant mortality rate; (7) child death rate (ages 1-14); (8) gun-related deaths; (9) adolescent death rate; (10) teen birth rate; (11) high school dropout rate; (12) juvenile violent crime arrest rate; (13) child abuse and neglect reports; (14) substantiated abuse and neglect; (15) children in foster care; and (16) deaths from abuse and neglect. Chapter 1 of the report indicates that most progress has been slight and setbacks have been substantial. The dropout rate and juvenile violent crime arrest rate have dropped, but the juvenile drug crime arrest rate has soared, and the percentage of children without health insurance has continued to rise. The child death rate has declined, but the teen death rate has risen and the death rate from abuse and neglect has nearly doubled. The percentage of children in foster care has risen 25 percent. Chapter 2 of the report reveals considerable variation in risk indicators by county. Chapter 3 focuses on the impact of welfare reform on family income, family stability, and access to services. Chapter 4 describes public policy areas that have potential to strengthen working families and opportunities for citizen action. Appendices present rates for each indicator, references, and data sources. Contains 23 references. (KB)

ED 416 029 PS 026 247

The State of Our Children: Kids Count in Vermont Health Addendum. 1997 Data Book.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 97
NOTE- 81p.; For 1995-1996 Data Book, see ED 413 985.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; Child Advocacy; *Child Health; Child Welfare; *Children; Contraception; Demography; Drinking; Elementary Secondary Education; Health Insurance; Lead Poisoning; Mental Health; Nutrition; Public Policy; Smoking;

The Other Struggle for Equal Schools: Mexican Americans during the Civil Rights Era. SUNY Series, the Social Context of Education.
PUB DATE- 97
NOTE- 220p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060),Reports - Research/Technical (143)
DESCRIPTORS- Acculturation; *Activism; *Bilingual Education; Case Studies; Community Relations; Court Litigation; Educational Discrimination; Educational History; Elementary Secondary Education; *Equal Education; *Mexican American Education; Mexican Americans; Migrant Education; Politics of Education; *School Desegregation; School District Reorganization; *School Segregation; Year Round Schools
IDENTIFIERS- *California; Hispanic American Students

Challenging conventional wisdom that Mexican Americans were passive victims of their educational fates, this book examines the Mexican American struggle for equal education during the 1960s and 1970s in a California community "Brownfield." It looks at responses of a predominantly White school system and community to the growing number of Mexican American students in that era; Mexican American parents' confrontations with existing patterns of school governance; and the mix of federal, state, and local politics that produced educational reform. Chapter 1 provides a historical overview of Mexican American schooling experiences in the Southwest, particularly California, from the 1920s to 1954: how social, political, and economic trends shaped the schooling of Mexican American youth, and how ideologies of language, ethnicity, and culture were used to disenfranchise them. Chapter 2 gives background on Brownfield, including the politics of school district consolidation, which was pursued by educators and politicians for economic reasons but inadvertently improved educational opportunities for Mexican American children. Chapter 3 describes the mobilization of the Mexican American community and the challenges it mounted against the local educational power structure. Chapters 4-6 examine community controversies over year-round schooling, which adversely affected migrant families; bilingual education, mandated by state legislation but locally opposed in its implementation; and school desegregation, which was circumvented in White suburban areas. Contains references in notes, an extensive bibliography, and an index. (SV)

ED 416 047 RC 021 376

Baker, Babs, Ed.
Spawning New Ideas: A Cycle of Discovery. Conference Proceedings of the Annual International Conference of the Association for Experiential Education (24th, Spokane, WA, September 26-29, 1996).
PUB DATE- 96
NOTE- 263p.; For selected individual papers, see RC 021 377-394.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Adventure Education; Corporate Education; Educational Practices; *Educational Strategies; Elementary Secondary Education; *Experiential Learning; *Group Dynamics; Higher Education; Individual Development; *Outdoor Education; Program Design; Teacher Education; Team Training; Wilderness
IDENTIFIERS- *Adventure Therapy; Facilitators; *Outdoor Leadership

ED 416 065 RC 021 394

Winiarczyk, Ellen J.; Long, Tricia
Navigating Learning through Community Service Learning.
PUB DATE- 96
NOTE- 7p.; In: Spawning New Ideas: A Cycle of Discovery; see RC 021 376.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Programs; *Educational Principles; Elementary Secondary Education; *Experiential Learning; Higher Education; Lifelong Learning; Program Design; *School Community Programs; *Service Learning; Youth Programs
IDENTIFIERS- Community Service

This paper reviews service learning definitions and principles to illustrate common threads connecting service learning philosophy across contexts. Although there is general agreement that service learning occurs in school-based and community-based categories, it cannot be universally defined. Definitions from K-12, higher education, and adult programs generally agree that participants learn and develop through meaningful community service experiences. Ten principles for effective school- or community-based programs, as articulated by the Wingspread organization in 1989, are listed. A matrix is proposed as a tool to plan and facilitate the service learning program regardless of the setting or participants. The matrix includes choosing a definition, stating the setting and the learning goals, describing the experience or activity or community need, preparing for the activity, engaging in the activity, reflecting on the outcomes, and recognizing and celebrating accomplishments. Benefits for participants in service learning activities are summarized. (Contains 14 references.) (SAS)

ED 416 066 SE 057 979

Mitchelmore, Michael C.; White, Paul
Development of the Angle Concept by Abstraction from Situated Knowledge.
PUB DATE- 95
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Abstract Reasoning; *Concept Formation; *Context Effect; Foreign Countries; *Geometry; Grade 4; Intermediate Grades; Knowledge Representation; Learning Theories; Mathematical Models; Mathematics Instruction; Thinking Skills
IDENTIFIERS- Australia; Representations (Mathematics); *Situated Learning

This paper explores a framework for research on the development of the angle concept based on theories of abstraction. The framework suggests that children initially acquire a body of disconnected angle knowledge situated in everyday experiences, group the situations to form angle contexts, and then form an abstract angle concept. The framework is explored using grade 4 students (N=36). The students appear to form distinct concepts of slopes, turns, hinges, bends, rebounds, and corners, but are

EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Communications; *Educational Change; *Educational Technology; Elementary Secondary Education; Foreign Countries; Higher Education; *Mathematical Concepts; Mathematics Achievement; *Mathematics Education; Mathematics Skills; Number Concepts
IDENTIFIERS- *Psychology of Mathematics Education

The fourth volume of the proceedings of 21st annual meeting of the International Group for the Psychology of Mathematics Education contains the following papers: (1) "A Model for Discriminating amongst Student Teachers of Mathematics" (P. Perks); (2) "A Study of Teachers' Conceptions about Mathematics" (G.N. Philippou and C. Christou); (3) "Emily and the Supercalculator" (D. Pitta and E. Gray); (4) "Knowing v. Knowledge-in-Action" (S. Prestage); (5) "Readability of Verbal Problems in Mathematics: Some Evidence from Secondary Schools in South Africa" (E.D. Prins); (6) "Images and Definitions for the Concept of Even/Odd Function" (S. Rasslan and S. Vinner); (7) "Constraints and Opportunities in Teaching Proving" (D.A. Reid); (8) "Assessment of Teacher-Student Interpersonal Behavior in Secondary Mathematics Classrooms: A Seed for Change" (T. Rickards and D. Fisher); (9) "Beliefs and Their Warrants in Mathematics Learning" (M.M. Rodd); (10) "Pupils' Strategies and the Cartesian Method for Solving Problems: The Role of Spreadsheets" (T. Rojano and R. Sutherland); (11) "Fallibilism and the Zone of Conjectural Neutrality" (T. Rowland); (12) "The Experience of Mathematics Teaching" (U. Runesson); (13) "Calculator Use by Upper Primary Pupils Tackling a Realistic Number Problem" (K. Ruthven); (14) "Spatial Abilities, van Hiele Levels and Language Use in Three Dimensional Geometry" (S. Saads and G. Davis); (15) "Algebraic Expressions and Equations: An Example of the Evolution of the Notions" (C. Sackur and J.P. Drouhard); (16) "Inferential Processes in Michael's Mathematical Thinking" (A. Saenz-Ludlow); (17) "Students Appropriation of Mathematical Artifacts during Their Participation in a Practice: 2 propos de A. Sfard..." (M. Pinto dos Santos and J.F. Matos); (18) "Does Teaching Mathematics as a Thoughtful Subject Influence the Problem-Solving Behaviors of Urban Students?" (R.Y. Schorr, C.A. Maher and R.B. Davis); (19) "Framing in Mathematical Discourse" (A. Sfard); (20) "Theory of Global and Local Coherence and Applications To Geometry" (A. Shriki and E. Bar-on); (21) "Generating Theoretical Accounts of Mathematics Teachers' Practices" (M.A. Simon and R. Tzur); (22) "Towards a New Theory of Understanding" (J. Duffin and A. Simpson); (23) "How Far Can You Go with Block Towers?" (C.A. Maher and R. Speiser); (24) "Chance Estimates by Young Children: Strategies Used in an Ordering Chance Task" (A.G. Spinillo); (25) "Multiple Referents and Shifting Meanings of Unknowns in Students' Use of Algebra" (K. Stacey and M. MacGregor); (26) "Elementary Components of Problem Solving Behaviour" (M. Stein); (27) "Changing Teaching and Teachers Change" (P. Sztajn); (28) "Is the Length of the Sum of Three Sides of a Pentagon Longer than the Sum of the Other Two Sides?" (P. Tsamir, D. Tirosh and R. Stavy); (29) "Investigating Change in a Primary Mathematics Classroom: Valuing the Students' Perspective" (D. Tomazos); (30) "Studying Children's Argumentation by Incorporating Different Representational Media" (D. Potari and T.A. Triadafillidis); (31) "Perceptions of Unfamiliar Random Generators--Links between Research and Teaching" (K. Truran and R. Ritson); (32) "Representations of Points" (P. Tsamir); (33) "Understanding of Different Uses of Variable: A Study with Starting College Students" (S. Ursini

was created to provide arts experiences in rural and inner-city communities which have historically had little access to the arts. The program produced other benefits: spurred economic development and tourism; improved educational opportunities; increased civic pride; provided opportunity to address social issues; enhanced cross-cultural understanding; and raised esteem for arts among business professionals and public officials. The publication provides a detailed overview of 9 successful programs and summaries of 16 other projects, all of which use a combination of teachers, artists, and craftspeople to teach children about art and cultural heritage. Also included are two how-to sections with practical advice on beginning and maintaining an arts-in-the-community program. (DQE)

ED 416 107 SO 026 701

Campbell, Ann; Hoag, John, Ed.
History through Art and Architecture: The Art and Architecture of the Maya. Teacher's Manual and Creative Workbook.
PUB DATE- 95
NOTE- 82p.; Color poster and accompanying videotape not available from EDRS.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *American Indian History; Archaeology; *Architecture; *Art; Art Education; *Art History; Elementary Secondary Education; Foreign Countries; Instructional Materials; *Latin American Culture; Latin American History; Maya (People); *Mythology; Religion; Sculpture; Visual Arts; Written Language
IDENTIFIERS- Calendars; *Mayan Civilization; Murals; Religious Art; Rituals

This packet--a teacher's manual, student workbook, and color poster--was designed to accompany a 2-part videotape program. The teacher's manual provides a script of the videotape, and is organized in 2 sections. Part 1, "Kings, Glyphs, Temples and Ball Courts", looks at the written glyph language and the Solar and Ritual calendars of the early Mayans. Carvings from the reign of 18 Rabbits, the 13th King of Copan, are presented along with an explanation of their mythologic content. The significance of the Ball Game, and the Preclassic architecture of Tikal and Yaxchilan are also explored. Part 2, "The Rise and Mysterious Decline of the Maya Kingdoms", looks at the Classic Mayan period. Art focuses on the painted murals at Bonampak and on tomb and temple carvings. The architectural exemplars at Palenque, Uxmal, and Chichen Itza, are examined. The teacher's manual includes a script of the video, suggested lesson plans, a timeline, bibliography, and glossary. The student's "Creative Workbook", includes information sheets, worksheets, activities, maps, diagrams, illustrations, quizzes with answer keys, and Maya syllabic charts. The color poster depicts calendar glyphs with their corresponding deity, exemplars of Mayan stone carvings and architecture, a timeline and map. These materials are appropriate for use with students from grade 5 through adult. (MM)

ED 416 108 SO 026 798

Reinke, Robert W.; Schug, Mark C.; Wentworth, Donald R.

DESCRIPTORS- Area Studies; Comparative Education; Educational Change; *Educational Development; *Educational History; *Educational Trends; Elementary Secondary Education; Foreign Countries; Higher Education; Social Science Research; *Trend Analysis
IDENTIFIERS- *South Africa

This paper examines educational attainment in South Africa. The study concludes that educational attainment of blacks, Asians, and especially Asian women, has risen substantially over the last half-century in South Africa. The least-educated blacks have benefited little from this growth (except among most recent cohorts), although there is some evidence of increasing intergenerational mobility over time, particularly recently. The parts of the paper include: (1) "Intertemporal Mobility in Education"; (2) "Intergenerational Mobility in Education"; (3) "Education and Parents' Preferences"; and (4) "Conclusions." (EH)

ED 416 130 SO 027 876

Hutchinson, Frank
Building Alternatives to Violence. Are There Needs and Opportunities for Teachers and Teacher Educators To Be Practical Futurists? Peace Education Miniprints No. 85.
PUB DATE- 96
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Citizenship; *Conflict Resolution; Decision Making; Elementary Secondary Education; Empowerment; Foreign Countries; *Futures (Of Society); *Global Education; Higher Education; Participative Decision Making; *Peace; *Prosocial Behavior; Social Change; *Teacher Education; Values; Violence

This paper argues the importance of not only understanding how "cultural editing" may limit our images and those of our children for creating non-violent futures, but also of the need for quality responses by teachers and teacher educators to such editing. Cultural editing is a term futurists use to describe processes both within formal and non-formal education that are likely to restrict imagination about social alternatives, including alternatives to violence, and to hamper action competence or skills in non-violent democratic participation. Drawing upon new research in schools, a strong case is presented for an explicit futures dimension in the school curriculum and for a re-conceptualization of "literacy" to include more optimal forms such as skills of social imagination and action competence in the non-violent resolution of conflict. A number of working principles are advanced relating to active listening to young people's voices on the future, applied foresight, and empowerment. (Contains 29 references.) (EH)

ED 416 131 SO 027 877

Malmo Peace Education Abstracts. Abstracts of Selected English-Language Reports Published 1992-1996 by the Malmo School of Education. Peace Education Miniprints No. 86.
PUB DATE- 96
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reference Materials -

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Adult Education; Art; Art Activities; Art Education; *Art Materials; *Color; *Color Planning; *Design Crafts; Elementary Secondary Education; Handicrafts; Instructional Materials; Studio Art; *Textiles Instruction; Visual Arts
IDENTIFIERS- *Dyes; *Textile Design

This resource provides practical instructions for applying color and design directly to fabric. Basic information about the dye painting process is given. The guide addresses the technical aspects of fabric dye and color use and offers suggestions for fabric manipulation and dye application in order to achieve various design effects. This information is organized in seven chapters: (1) "What Is Dye Painting?"; (2) "The Method"; (3) "The Materials"; (4) "The Colors"; (5) "The Applications"; (6) "Gallery," which includes color plates of sample designs and projects; and (7) "Questions and Answers," which addresses common problems encountered by students and practicing dye artists. Exercises given in each chapter encourage experimentation with presented techniques and processes. Appendices give variations of processes and list mail-order sources. The guide concludes with a glossary and bibliography. (MM)

ED 416 158 SO 028 216

Friend, Richard A.
From Surviving to Thriving: Lessons from Lesbian and Gay Youth.
PUB DATE- 97
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; *Empowerment; *Homophobia; *Homosexuality; Individual Power; Lesbianism; Personal Autonomy; Social Bias
IDENTIFIERS- Bisexuality

This paper examines narratives of lesbian, gay, bisexual, and transgendered youth who have not been silenced or disenfranchised and who have not felt powerless in the face of society's resentment and understanding of their lifestyle. Elements in school, at home, with the extended family networks, among peers, and particular interpersonal dynamics of the individual are scrutinized to uncover factors that contribute to their capacity to thrive. Based on this select group of youth, recommendations are offered for undoing homophobia and heterosexism in schools in order to make them inclusive settings where all people thrive. (EH)

ED 416 159 SO 028 217

Turan, Selahattin
John Dewey's Report of 1924 and His Recommendations on the Turkish Educational System Revisited.
PUB DATE- 97
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

State University-San Marcos" (Joseph F. Keating); "Mankato State University" (Darrol Bussler); "Clemson University" (Carol Weatherford, Marty Duckenfield, and Janet Wright); "Augsburg College" (Vicki L. Olson and Susan O'Connor); "University of Iowa" (Rahima Wade); Ryan); "Seattle University" (Jeffrey B. Anderson); "Providence College" (Jane Callahan and Lynne Ryan). (Contains seven figures, an annotated bibliography, and an appendix, which includes a list of service-learning resources and contributors.) (LH)

ED 416 180 SP 037 737

McLaren, Peter
Life in Schools. An Introduction to Critical Pedagogy in the Foundations of Education.
PUB DATE- 98
NOTE- 310p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Black Students; Critical Thinking; Cultural Differences; *Disadvantaged Youth; Diversity (Student); Elementary Secondary Education; Equal Education; Females; Foreign Countries; Foundations of Education; *Inner City; Journal Writing; *Minority Group Children; Multicultural Education; Politics of Education; Public Schools; Racial Discrimination; Sex Discrimination; Teacher Role; *Urban Education
IDENTIFIERS- *Critical Pedagogy; Hegemony; Toronto Public Schools ON

This book describes one individual's reinvention as an educator, from a liberal humanist to an advocate of critical pedogogy. It examines relationships between schooling, the wider social relations that inform it, and historically constructed needs and competencies that students bring to schools, focusing on the social conditions of disaffected students living in public housing units under oppressive circumstances and addressing the needs of inner-city teachers. It uses the concepts of critical pedagogy to analyze the failure of inner-city schools and suggest a vision for changing schooling. The story begins with the publication of a journal documenting the individual's teaching experiences at an inner-city elementary school. Part 1, "Broken Dreams, False Promises, and the Decline of Public Schooling," documents the nature of crises in schooling and society. Part 2, "Cries from the Corridor: Teaching in the Suburban Ghetto," presents teachers' and students' daily struggles in an inner-city school. Part 3, "Critical Pedagogy: An Overview," examines the tradition of critical pedagogy and introduces general terms associated with the critical educational tradition. Part 4, "Analysis," presents additional categories and theoretical perspectives from the critical tradition, concluding with an essay on the role of teachers as social agents. Part 5, "Looking Backward, Looking Forward," provides context for furthering the analysis of critical pedagogy with respect to more recent analyses of schooling and social and political struggles, emphasizing critical multiculturalism and the politics of resistance and liberation. Its central thesis deals with the abolition of "whiteness." (Some sections contain references.) (SM)

ED 416 181 SP 037 738

Shade, Barbara J.; Kelly, Cynthia; Oberg, Mary
Creating Culturally Responsive Classrooms.

Implementation, and Evaluation of Professional Development," discusses defining and designing professional development; planning for professional development; implementing professional development (teaming and adult learning); and assessing/evaluating. Section 5, "Resources," offers information on state professional development initiatives, national staff development standards, and other resources. Eight appendixes present (1) current MSIP professional development report form, (2) certification forms, (3) "show me" standards, (4) sample Board of Education policies for professional development, (5) a sample individual professional development plan, (6) a sample district professional development plan (including budget summary), (7) sample team activities, and (8) a sample of an informal professional development survey. (SM)

ED 416 197 SP 037 768

Policies and Programs for Professional Development of Teachers: Profiles of the States.
SPONS. AGENCY- Carnegie Corp. of New York, NY.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 201p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Finance; Educational Policy; Elementary School Teachers; Elementary Secondary Education; *Faculty Development; Financial Support; Inservice Teacher Education; Policy Formation; Secondary School Teachers; State Government; State Programs; *State Standards; Teacher Certification; *Teacher Improvement

These profiles are a product of a 50-state study of state teacher professional development policies and programs for teachers conducted by the Consortium for Policy Research in Education. The primary purpose of the work is to provide an information base for state policymakers interested in improving teacher learning opportunities in their states. An accompanying report discusses the state of professional development for teachers and the states' roles in professional development, and it provides information on state initiatives, state requirements, state funding, induction programs, and state incentives as of 1996. Each state profile lists the number of teachers, average years of experience for teachers, percentage of teachers holding Master's degrees, and average teacher salary. Each profile provides information on the following topics: (1) education policy context; (2) the state role in professional development (teacher certification policies, state-supported programs, and federal- or foundation-supported programs); (3) public funding for professional development (state, federal, and local funds); (4) impact of state policies on local professional development; (5) teacher compensation for professional development; (6) other professional development opportunities; (7) contacts/information resources; (8) publications and reports; and (9) ordering information. (SM)

ED 416 198 SP 037 769

Miller, Barbara; Kantrov, Ilene
A Guide to Facilitating Cases in Education.
SPONS. AGENCY- Pew Charitable Trusts, Philadelphia, PA.
PUB DATE- 98

many areas of research in this situation. Logistic regression, like the other regression analyses still looks at the relationship between the variables of interest as the core focus of the analysis, but it uses the concept of the odds ratio as its measure of association. An example illustrates the interpretation of coefficients using the odds ratio. Traditionally the chi-square statistic has been used to test for independence between variables. In logistic regression, the likelihood-ratio-chi-squared statistic (G-squared) is important in comparing the observed and expected frequencies of the variable of interest to assess the goodness of fit of the model. Logistic regression has been used in many areas of research in the behavioral sciences, and can be used in detecting differential item functioning. It is a part of statistical software packages, and an example is included of use of this viable and efficient tool for statistical analysis. (Contains 5 tables, 1 figure, and 18 references.) (SLD)

ED 416 214 TM 028 066

Thompson, Bruce
Why "Encouraging" Effect Size Reporting Isn't Working: The Etiology of Researcher Resistance to Changing Practices.
PUB DATE- 98
NOTE- 18p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Houston, TX, January 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitudes; Change; Denial (Psychology); *Educational Research; *Effect Size; *Etiology; *Research Methodology; *Researchers; *Statistical Significance

Given decades of lucid, blunt admonitions that statistical significance tests are often misused, and that the tests are somewhat limited in utility, what is needed is less repeated bashing of statistical tests, and some honest reflection regarding the etiology of researchers' denial and psychological resistance (sometimes unconscious) to improved practice. Three etiologies are briefly explored here: (1) atavism; (2) "is/ought" logic fallacies; and (3) confusion/desperation. Understanding the etiology of psychological resistance may ultimately lead to improved interventions to assist in overcoming researcher resistance to reporting effect sizes and using non-nil nulls and other analytic improvements. (Contains 45 references.) (Author)

ED 416 215 TM 028 067

Henard, David H.
Suppressor Variable Effects: Toward Understanding an Elusive Data Dynamic.
PUB DATE- 98
NOTE- 16p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Houston, TX, January 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Heuristics; *Multiple Regression Analysis;

of particular interest to users of National Center for Education Statistics (NCES) survey data published in the "Working Papers" series. The following are included: (1) "Teacher Quality and Educational Inequality" (Richard M. Ingersoll); (2) "Using Qualitative Methods To Validate Quantitative Survey Instruments" (John E. Mullens and Daniel Kasprzyk); (3) "Revisiting the NCES Private School Survey: A Method To Design a Systematic Classification of Private Schools in the United States" (Sylvia Kay Fisher and Daniel Kasprzyk); (4) "An Analysis of Response Rates of SASS (Schools and Staffing Survey) 1993-94" (Sameena M. Salvucci, Fan Zhang, Mingxiu Hu, and David Monaco); (5) "An Overview of NCES Surveys Reinterview Programs" (Valerie Conley, Steven Fink, and Mehrdad Saba); (6) "Estimating Response Bias in an Adult Education Survey" (J. Michael Brick and David Morganstein); (7) "Optimal Periodicity of a Survey: Extensions of Probable-Error Models" (Wray Smith, Dhiren Ghosh, and Michael Chang); (8) "Estimating the Variance in the Presence of Imputation Using a Residual" (Steven Kaufman); (9) "Where Will It All End? Some Alternative SASS Estimation Research Opportunities" (Steven Kaufman and Fritz Scheuren); (10) "Estimating State Totals from the Private School Universe Survey" (Easley Hoy, Beverley Causey, Leroy Bailey, and Steven Kaufman); and (11) "Effect of High School Programs on Out-Migration of Rural Graduates" (Gary Huang, Michael P. Cohen, Stanley Weng, and Fan Zhang). Each chapter contains references. (Contains 3 figures and 22 tables.) (SLD)

ED 416 232   TM 028 112

Brick, J. Michael; Tubbs, Ellen; Collins, Mary A.; Nolin, Mary Jo; Cantor, David; Levin, Kerry; Carnes, Yuki
Telephone Coverage Bias and Recorded Interviews in the 1993 National Household Education Survey (NHES:93). Working Paper Series.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 97
NOTE- 127p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Coding; *Data Collection; Discipline; Elementary Secondary Education; Estimation (Mathematics); *Interviews; National Surveys; *Research Methodology; School Readiness; School Safety; *Statistical Bias; Tables (Data); *Telephone Surveys
IDENTIFIERS- *Data Quality; *National Household Education Survey

The National Household Education Survey (NHES) is a data collection system of the National Center for Education Statistics (NCES), which has as its mission the collection and publication of data on the condition of education in the United States by providing information on those issues that are best addressed by contacting households rather than educational institutions. The NHES is a telephone survey of the noninstitutionalized civilian population of the United States. This paper addresses issues associated with the bias that might arise in estimates from the 1993 NHES because only households with telephones were sampled, and it assesses the data quality of recorded interviews from the survey. The focus in the study of bias is on the potential for bias in statistics for 3- to 7-year-olds corresponding to the School Readiness component population of the NHES:93. The analysis of undercoverage bias shows that the coverage bias for statistics on this age group

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Costs; Data Collection; Elementary Secondary Education; Incentives; Literature Reviews; *Mail Surveys; *Questionnaires; Research Design; *Research Methodology; *Response Rates (Questionnaires); Tables (Data)
IDENTIFIERS- *Schools and Staffing Survey (NCES)

This paper presents results of a review of mail survey response literature and provides recommendations for the application of some response-enhancing techniques to the Schools and Staffing Survey (SASS) of the National Center for Education Statistics. The SASS is an integrated set of surveys sponsored by the NCES and conducted by the Bureau of the Census to provide data on teachers, students, administrators, librarians, and libraries in public and private schools. The SASS uses mail questionnaires as its primary method of data collection, but in the most recent survey, only between 25% and 75% of surveys have been returned. It would not have been wise to produce SASS estimates based on the responses from mail surveys alone. After telephone interviews and a few face-to-face interviews, the response rate rose to between 80% and 100%, but obviously costs would be much reduced with better mail responses. A review of the literature indicates that response rate enhancement techniques have been grouped into the following general categories: (1) motivating a response; (2) content and appearance of correspondence; (3) postage supplied; and (4) attitudinal and behavioral modifications (not discussed in this report). Research indicates that multiple contacts are the most effective way to increase response rates, and that the SASS already includes most multiple contact techniques, with the exception of the use of special postage. Use of a fifth mail contact with two-day priority delivery is recommended. Another successful technique has been the inclusion of monetary incentives, a technique that does not seem appropriate for the SASS. The use of nonmonetary incentives, such as thank-you cards, is recommended. Making the questionnaires briefer and easier to complete is among additional recommendations. (Contains 7 tables and 24 references.) (SLD)

ED 416 249 TM 028 129

Kim, Kwang; Collins, Mary A.; Stowe, Peter
National Household Education Survey of 1995: Adult Education Course Coding Manual. Working Papers Series.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 97
NOTE- 209p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adult Education; *Coding; *Courses; *Educational Attainment; National Surveys; Postsecondary Education; *User Needs (Information)
IDENTIFIERS- *National Household Education Survey; User Guides

The Adult Education components of the 1991 and 1995 National Household Education Survey (NHES) collected the name and subject matter of a wide range of courses adults had taken in the previous months. Adult education involves a variety of

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Ability; *Academic Aspiration; Attitude Change; Bachelors Degrees; College Bound Students; College Students; Degrees (Academic); Demography; Full Time Students; Graduate Study; High Schools; Higher Education; Longitudinal Studies; Part Time Students; Selective Colleges; Sex Differences; Student Attitudes; *Student Characteristics; Student Development; Student Experience; Two Year Colleges
IDENTIFIERS- *ASHE Annual Meeting; High School and Beyond (NCES)

This study used longitudinal data from the High School and Beyond study to examine how individuals' educational expectations change after high school, especially as related to postsecondary education. Data were from a nationally representative sample of high school seniors in 1980 and follow-up four years later. The dependent variable was students' expectation of amount of schooling. Independent variables included demographic characteristics, occupational expectations, parental support, duration of college plans, high school preparation, academic ability, high school grades, type of postsecondary institution attended, institutional selectivity, first enrollment as a full- or part-time student, and whether postsecondary enrollment was immediate or delayed after high school. Analysis indicated that change in educational expectations reflects two underlying dynamics: resilience, which contributes to stability of expectations; and isomorphism, which motivates adaptation. Among the specific findings were: any form of engagement in postsecondary education maintained or increased bachelor's degree expectations (though this was significantly less for students who attended two-year institutions); early expectations retained an independent effect; delayed entry and part-time attendance exhibited independent, depressant effects on educational expectations; women were less likely to maintain high expectations; and students at highly selective institutions were most likely to aspire to completing a graduate or professional degree. (Contains 41 references.) (DB)

ED 415 809 HE 030 960

Eckel, Peter
Capturing the Lessons Learned: The Evaluation Process for the ACE-Kellogg Project on Leadership and Institutional Transformation. ASHE Annual Meeting Paper.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, MI.
PUB DATE- 97
NOTE- 11p.; Paper presented at Annual Meeting of the Association for the Study of Higher Education (22nd, Albuquerque, NM, November 6-9, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Agenda Setting; *Change Strategies; *College Planning; Data Collection; *Educational Change; Evaluation Methods; Higher Education; Information Needs; *Institutional Mission; Institutional Research; Leadership; *Self Evaluation (Groups)
IDENTIFIERS- American Council on Education; *ASHE Annual Meeting; Kellogg Foundation

This study reviews selected aspects of the evaluation process for the American Council on Education-Kellogg Project on Leadership and Institutional Transformation. Attention is focused on developing an understanding of institutional transformation and appended. (Contains 51 references.) (SW)

ED 415 825 HE 030 976

Lee, Wynetta Y.
Transitioning from High School to College: Surviving a Clash of Educational Cultures. ASHE Annual Meeting Paper.
PUB DATE- 97
NOTE- 17p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (22nd, Albuquerque, NM, November 6-9, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *American Indians; Basic Skills; *Black Students; *College Freshmen; Developmental Studies Programs; *High Risk Students; High Schools; Higher Education; Individual Development; Skill Development; State Universities; *Student Adjustment; Student Attitudes; Student College Relationship; *Transitional Programs
IDENTIFIERS- African Americans; ASHE Annual Meeting; Native Americans; *North Carolina State University

This study examined the role of the North Carolina State University Transition Program (UTP) in enhancing transition of disadvantaged students from high school and increasing their persistence to degree. The UTP, which targets academically underprepared African American and Native American students, provides special courses and counseling services. It was hypothesized that such students experienced a clash of educational cultures as they moved from structured and supervised learning environments in high school (often rural) to the autonomous and competitive learning environment at this urban, research university. Data were obtained from focus group interviews during students' freshman year, staff interviews, observations, and records. The study found that students were interested in having a faculty mentor in their field of study; there was a discrepancy between students' learning style and the teaching style of the majority of instructors; residence hall living was a major adjustment; students' nutrition appeared to be problematic; students experienced feelings of homesickness early in the academic year but later appreciated their independence; and students feared failing and having to return home. The study noted that students expressed positive views of the assistance provided through the UTP, including financial aid, help with registration, and special math and writing courses, but also seemed to need stronger support for personal development. (Contains 14 references.) (SW)

ED 415 826 HE 030 977

Love, Patrick G.; Simmons, Janice M.
The Meaning and Mediated Nature of Cheating and Plagiarism among Graduate Students in a College of Education. ASHE Annual Meeting Paper.
PUB DATE- 97
NOTE- 19p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (22nd, Albuquerque, NM, November 6-9, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Standards; *Cheating; Codes of Ethics;

(052)
DESCRIPTORS- Access to Information; Class Activities; Curriculum Enrichment; Directories; Electronic Mail; Elementary Secondary Education; Information Policy; Information Utilization; *Internet
IDENTIFIERS- *Technology Integration

This book provides a working knowledge of the Internet to assist teachers in implementing Internet resources in the K-12 curriculum. Part 1 - The Basics includes chapters 1-3. The first chapter deals with the information glut on the Internet and the time management problems this poses and presents a conceptual image of the Internet. Chapter 2 discusses general Internet directories and catalogs, and chapter 3 focuses on educational directories. Part 2 - The Details includes chapters 4-10. Chapter 4 describes e-mail functions, including Usenet and mailing lists. Chapter 5 addresses the World Wide Web; a number of Web sites designed by schools are explored, and basic instruction is given for the construction of a home page. Chapter 6 deals with using Gopher in the classroom, and the next chapter considers FTP (File Transfer Protocol). IRC (Internet Relay Chat) is discussed in chapter 8. Chapter 9 highlights educational telnet sites and chapter 10 considers acceptable use policies and Internet filters. Appendices A-F provide information on using the "Internet.edu" link at IRI/SkyLight, the structure of an e-mail address, downloading graphic files, CU-SeeMe (an audio-video conferencing technology), Archie (a tool used to search FTP sites) and subject area and grade level ratings and URLs for activities by chapter. A glossary, a 36-title bibliography and index are included. (MES)

ED 415 844 IR 018 701

Tennant, Roy; Ober, John; Lipow, Anne G.
Crossing the Internet Threshold: An Instructional Handbook. 2nd Edition.
PUB DATE- 94
NOTE- 169p.; For previous version, see ED 366 335. Foreword by Clifford A. Lynch.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Access to Information; Electronic Journals; Electronic Mail; *Internet; Resource Materials; Search Strategies; *Training

This how-to manual for the beginning Internet user contains sections on: the authors; an overview of computer networking; Internet basics, including a glossary, information on getting connected and keeping current, and a bibliography; electronic mail, including electronic discussions and electronic journals: Internet Remote Login (Telnet); File Transfer Protocol (FTP), including how to download and translate files; Gopher, including Gopher searching using Veronica and Jughead; the World-Wide Web, including Mosaic, Netscape, and Lynx browsers; and Wide Area Information Servers. Most sections include exercises and a personal preparation checklist. A section gives information on fact sheets on Archie, BITNET, Eudora, Fetch, Free-Nets, HYTELNET, Internet, Internet Relay Chat (IRC), the InterNIC, LIBS (Library Internet Browsing Software), MIME (Multipurpose Internet Mail Extensions, PINE, Project Gutenberg, RFCs (Requests for Comments), SLIP (Serial Line

Transborder Library Forum/VI Forum Trinacional de Bibliotecas (VI Foro)" (Charlotte Cohen and Kristine Swank); "FORO VI: A Great Success (Transborder Library Forum)" (Laura J. Bender); "Algunos Comentarios Sobre el Analisis Hecho en la Aplicacion De Cuestionarios Para Determinar el Conocimiento de los Bibliotecarios Sobre Su Trabajo"; "Bare Bones Conservation" (Michael McColgin); "Las Bibliotecas Escolares en Mexico: un Panorama General y Dos Experienceias en Escuelas Particulares" (Martha D. Castro); "Bibliotecas Sin Fronteras: Academic Library Cooperation between the Californias, Measuring Library Effectiveness and Cooperative Library Education" (Gabriela Sonntag); "Canadian Copyright Law" (Lesley Ellen Harris); "Codigo de Prestamo Inter-Bilbiotecario"; "Conferencia"; "The Conservation and Restoration Project of the Armando Olivares Library Archive" (Claudia Mata Larios); "Copyright in Mexico and the USA: Implications for Libraries = Derechos De Autor en Mexico y EUA: Implicaciones Para Las Bibliotecas" (Jesus Lau); "Fair Use" (Robert S. Tancer); "Family Literacy" (Connie Hay); "Interlibrary Loan in Mexico" (Daniel Mattes); "International Interlending and Document Delivery Issues" (Sheila Walters); "Internet Preconference = Preconferencia Sobre Internet" (Carol Elliott and Mimi Hernandez); "Lessons Learned: NMSU's Exchange with Visiting Librarians from Mexico" (Karen Stabler); "Library Services--Global Information Services" (Gabriela Sonntag-Grigera); "Preguntas Antes Una Clase = Questions Before a Class"; "Prestamo Interbibliotecario en Mexico" (Daniel Mattes); "Los Procesos Tecnicos y las Nuevas Tecnologias de Informacion" (Filiberto Felipe Martinez Arellano); "Proposal for the Creation of a U.S.-Mexico Interlibrary Loan Working Group = Propuesto Para la Creacion de un Grupo de Trabajo Sobre Prestamo Interbibliotecario entre Estados Unidos y Mexico" (Robert Seal and Daniel Mattes); "Proyecto de Conservacion y Restauracion del Acervo de la Biblioteca Armando Olivares" (Claudia Mata Larios); "Semblanza de la Universidad Autonoma de Baja California y la Coordinacion del Sistema de Informacion Academica" (Armando Rosas Solis and Ruben Martinez Rocha); "Special Libraries Panel" (Paula Stevens); "Texas Academic Library Exchanges" (Carla Felsted); "Trabajos de Colaboracion entre California State University San Marcos y la Universidad Autonoma de Baja California" (Gabriela Sonntag-Grigera, Armando Rosas Solis and Ruben Martinez); "Update on Interlibrary Loan and Document Delivery in the United States" (Robert A. Seal); "Use of Software in Libraries" (Ken Wasch); "WWW Internet Preconference" (Carol Elliott and Mimi Hernandez); and "The Young and the Restless: A No Soap Approach to Library Participation in Young Adult Issues" (Midji Stephenson). (SWC)

ED 415 862   IR 056 830

The Evolution of Untethered Communications.
PUB DATE- 97
NOTE- 203p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Computer Mediated Communication; Futures (of Society); Information Industry; Information Technology; *Military Organizations; Research; *Technological Advancement; *Telecommunications
IDENTIFIERS- *Digital Technology

In response to a request from the Defense Advanced Research Projects Agency (DARPA), the Computer Science and Telecommunications Board (CSTB) of the National Research Council initiated a one-year study on untethered communications

DESCRIPTORS- Adult Education; Adult Learning; *Adult Literacy; Adult Students; Communication Skills; Daily Living Skills; *English (Second Language); Federal Programs; Grants; Library Role; *Library Services; Limited English Speaking; *Literacy Education; Public Libraries; *Second Language Instruction; Student Recruitment; Tutoring

IDENTIFIERS- *Connecticut (New Britain); Library Services and Construction Act

The New Britain Public Library (Connecticut) conducted a project that involved recruitment, collection development, tutoring, computer-assisted services, and English as a Second Language (ESL) services. The project served a community of 50,000-100,000 and targeted ESL learners. Tutoring was done one-on-one, in small groups, and in classes, using the Literacy Volunteers of America (LVA) method. Students were assessed using the Comprehensive Adult Student Assessment System (CASAS) and the Connecticut Adult Performance Program (CAPP). Ninety-seven students were accepted for the first semester, and 115 students were accepted for the second semester of ESL classes, with 34 students put on a waiting list for accommodation in a later class. Students were from Poland, Puerto Rico, Mexico, Peru, Brazil, Colombia, Dominican Republic, China, Vietnam, and Korea. The focus of each literacy class was life skills--topics critical to students' daily lives. The 30 days of classroom instruction (beginning, intermediate, and advanced) was supplemented by 15 days of individual and small group tutorials. Many literacy students regularly brought their families to use library resources, particularly for children's materials and foreign language materials. (SWC)

ED 415 881 IR 056 851

Warren, Carol E.

Harlan County Public Library, Final Performance Report for Library Services and Construction Act (LSCA) Title VI, Library Literacy Program.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC. Office of Library Programs.

PUB DATE- 93

NOTE- 194p.

LANGUAGE- English

EDRS Price- MF01/PC08 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Adult Education; Adult Learning; *Adult Literacy; Adult Students; Cultural Activities; *Culturally Relevant Education; Federal Programs; Grants; Library Role; *Library Services; *Literacy Education; *Local History; Oral History; Public Libraries; *Rural Areas; Rural Environment; Rural Population

IDENTIFIERS- Appalachia; *Appalachian Culture; Appalachian People; Kentucky (Harlan County); Library Services and Construction Act

The Harlan County Public Library Literacy Project (Kentucky) provided rural-oriented, basic literacy, and oral history programs to a community of 100,000-200,000. The goal of the project was to produce six booklets about local people and issues, to be used as literacy materials in programs with Appalachian students. Students wanted to produce stories about people's experiences of living in Appalachia, stories that value their culture and help to preserve it. The first booklet, "Hard Times Happy Times," is a collection of stories written by a Harlan County literacy student. While only a few students were comfortable writing such stories, many students were objectives; agencies and organizations that assisted in the project; and the impact of the federal project on the ongoing program of the library. (SWC)

ED 415 898 IR 056 869

Ziegler, Myra; Garten, Thelma
Summers County Public Library, Final Performance Report for Library Services and Construction Act (LSCA) Title VI, Library Literacy Program.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC. Office of Library Programs.
PUB DATE- 93
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Adult Learning; *Adult Literacy; Computer Assisted Instruction; Federal Programs; Grants; High School Equivalency Programs; Library Collection Development; Library Role; *Library Services; *Literacy Education; Parent Education; Public Libraries; Publicity; Rural Areas; Tutoring; Tutors; User Needs (Information); Volunteer Training; Volunteers; *Workplace Literacy
IDENTIFIERS- Library Services and Construction Act; Tutor Training

This Final Performance Report provides project outcome information and data to the U.S. Department of Education for the federally-funded Library Literacy Program. The Literate Adults Mean Prosperity (LAMP) project of the Summers County Public Library (Hinton, West Virginia), provided recruitment, retention, training, rural oriented, basic literacy, tutoring, and computer assisted programs. The project served a community of 10,000-25,000 people, and targeted rural residents with basic skill levels below 8th grade level. Tutoring was done one-on-one, using the Laubach method. The project served 27 adult learners, and provided a total of 2,400 hours of direct tutoring service during the 1992-1993 fiscal year. The report provides a comparison of actual accomplishments to goals and objectives set forth in the grant application; a comparison between proposed and actual expenditures; specific details of activities undertaken; the role the library played in the accomplishment of the goals and objectives; agencies and organizations that assisted in the project; and the impact of the federal project on the ongoing program of the library. Includes letters written by a student to the President of the United States to request continued funding for the program, news articles about the program, and a LAMP program brochure. (SWC)

ED 415 899 IR 056 870

Moren, Barbara
Stratford Library Association, Final Performance Report for Library Services and Construction Act (LSCA) Title VI, Library Literacy Program.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC. Office of Library Programs.
PUB DATE- 93
NOTE- 60p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

IDENTIFIERS- Federal State Cooperative System; National Center for Education Statistics; Public Library Association; Public Library Statistics Program

The four papers contained in this volume were presented at the August 1994 meetings of the American Statistical Association as a session titled, "Public Policy and Data Comparability: New Interest in Public Library Data." The first paper, "Public Library Statistics: Two Systems Compared" (Mary Jo Lynch), describes two systems that collect data on public libraries. The Federal-State Cooperative System for Public Library Data (FSCS) is part of the National Center for Education Statistics (NCES) and is the most comprehensive data system. The Public Library Data Service (PLDS) is part of the Public Library Association (PLA), one of the specialized divisions of the American Library Association. The second paper, "Counting Public Libraries in the United States" (E. Walter Terrie), looks at what a public library is, explores issues surrounding determining the actual number of public libraries by type during FY 1992, and includes maps of the United States showing distribution of libraries and library services. The third paper, "A Study in Library Structure and Organization and Their Relationship to the Census of Governments" (Stephen D. Owens), concludes with recommendations for easing the problems of identification, classification, and consistency that are inherent with the collection and reporting of library statistics. The final paper, "Evaluating Coverage in the Public Library Statistics Program" (David Kellerman), addresses two general questions: (1) Given the definition of public libraries, how accurate is the coverage in the Public Library Statistics; and (2) How many libraries exist, but fall outside the scope of the definition and are therefore excluded from coverage? (SWC)

ED 415 917 IR 056 918

School Library Media Center Resources. Indicator of the Month.
PUB DATE- 98
NOTE- 4p.; Extracted from "The Condition of Education, 1997," see ED 410 681.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Access to Education; Economically Disadvantaged; *Educational Technology; Elementary Secondary Education; Internet; *Learning Resources Centers; Library Automation; *Library Funding; Library Statistics; Media Specialists; Minority Groups; Online Catalogs; Public Schools; *School Libraries
IDENTIFIERS- Access to Computers; *Technology Integration

Historically, libraries have been an important component of the educational process, contributing to the success of the educational mission of schools. Education reform has prompted increased attention to the role school library media centers might play in the expanding role of computer- and technology-based education. However, policymakers have expressed concern that school library media centers have suffered from inadequate resources and support. Differences in library resources between schools can indicate how technology-based equipment and services are distributed as well as student accessibility to these resources. This two-page report provides data for school year 1993-94. About one-third of public school library media centers had computers with modems, automated circulation systems, and database searching capability with CD-ROM; 9% had

Effectiveness; Course Evaluation; Group Instruction; *Learning Strategies; *Mathematics Instruction; Participative Decision Making; Student Characteristics; Two Year College Students; Two Year Colleges
IDENTIFIERS- *Collaborative Learning

Achievement in Mathematics (AIM), an algebra class at Lexington Community College, has successfully demonstrated the benefits of collaborative study. Six sections of Intermediate Algebra were taught by three instructors, each teaching one traditional section and one collaborative section. All six sections were given the same lectures, tests, and homework, but the collaborative sections, which consisted of student volunteers, attended an additional two-hour workshop where they worked in small groups on supplementary homework problems. The Math ACT scores of the traditional and collaborative groups were nearly identical, as were the gender and other standard indicators. Collaborative sections achieved higher grades and had higher passing rates than did the traditional groups in both Intermediate and College Algebra, though the latter was not collaborative. AIM was modeled after an equally successful course called MathExcel, a calculus program in Kentucky that combined workshops and a personal atmosphere with interested students, dedicated faculty, and assessment. Collaborative programs also exist on the Lexington Campus of the University of Kentucky (UK) and in the UK Community College System. The program has proved to be cost effective due to the savings resulting from a larger rate of student success after only one academic attempt. (YKH)

ED 415 937   JC 980 100

Hutchins, Sally, Ed.
Trustee Quarterly, 1997.
PUB DATE- 97
NOTE- 94p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Access to Education; Advocacy; College Presidents; Community Colleges; Educational Change; Educational Policy; Financial Support; *Governing Boards; Learning; Mass Media Role; School Policy; Student Financial Aid; *Trustees; Two Year Colleges; Women Administrators
IDENTIFIERS- *Association of Community College Trustees

These four issues of "Trustee Quarterly" focus on current topics affecting community college trustees. Issue 1 focuses on the learning revolution and serves as a guide for community college trustees. It offers the following feature articles by Terry O'Banion: "Education Reform: Two Waves," "The Second Wave and the Community College," "The House that Carnegie Built," "Launching the Learning Revolution," "The Learning College," and "The Role of the Board of Trustees." Issue 2 features "Focus on Mission Brings Canadian Colleges Through Funding Crisis," and "Making Policy that Makes a Difference," (Cindra J. Smith and Jim Lussier). Issue 3 presents "Women Administrators in Community Colleges: Confronting the Glass Ceiling" (Rosemary Gillet-Karam, Kathryn Baker Smith, Johnnie Simpson); "The Nation's Community Colleges Are in Good Hands" (George B. Vaughan, Iris Weisman); and "Living in Detail and Brushing up Your Shakespeare: Simple Steps for Building Successful Presidencies" (Daniel J. LaVista). Issue 4 focuses on advocacy for access, with "Building Public Support Through the Media," (Carol Ann Kell); "Community College Advocacy: Strategies That Work" (Ann M. Garten); and "Advocating for

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Child Health; *Child Welfare; Economically Disadvantaged; Family Needs; Government Role; *Health Insurance; Low Income Groups; Poverty; *Social Services; State Programs; Well Being
IDENTIFIERS- *Family Resource and Support Programs; Family Support; Massachusetts; *Working Poor

These three brochures discuss important issues related to child welfare. The first, "Family Support: A New Approach to Child Well-Being," summarizes this philosophy of community service. Family support is defined and differentiated from traditional services; its advantages are outlined; and specific family support programs in Massachusetts are briefly described. The second brochure, "Health Care for All Our Children: We Can Make It Happen," discusses the problem of uninsured children and what can be done about it. Information is presented on the health care gap in Massachusetts, a profile on uninsured families in the state in 1995, health effects for kids without health insurance, the costs incurred by lack of health care, and charges for preventable hospitalizations of uninsured children in the state. Programs such as the Children's Medical Security Plan (CMSP) are also described. The third brochure, "Massachusetts Families: Working and Still Poor," presents statistics on the state's working poor families, including the work effort of poor families with children in the mid-1990s, a profile of poor working families, a monthly budget for a four-person family with earnings 155 percent above poverty, the consequences of child poverty, why working families are poor, and employment shifts to low-paying industries and part-time jobs. This brochure concludes with strategies to support work and reduce poverty, such as improving child care, promoting affordable housing, expanding the Earned Income Tax Credit, and raising the minimum wage. (EV)

ED 415 957 PS 026 124

Weissberg, Roger P., Ed.; Gullotta, Thomas P., Ed.; Hampton, Robert L., Ed.; Ryan, Bruce A., Ed.; Adams, Gerald R., Ed.
Establishing Preventive Services. Healthy Children 2010. Issues in Children's and Families' Lives, Vol. 9. The John & Kelly Hartman Series.
PUB DATE- 97
NOTE- 314p.; For individual papers, see PS 026 125-133.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Child Health; Child Welfare; Childhood Needs; Children; Community Programs; Comprehensive School Health Education; *Delivery Systems; Dental Health; Early Intervention; Elementary Secondary Education; Health Education; Health Promotion; Health Services; Integrated Services; Mental Health Programs; Physical Health; Preschool Education; *Prevention; *Preventive Medicine; Public Health; School Health Services; School Readiness
IDENTIFIERS- *Healthy Children 2010; Healthy People 2000; Preventive Education; *Service Delivery Assessment; Service Quality

Young people are facing greater risks to their current and future health and social development, as shown by involvement of younger and younger children in risk-taking behaviors. This volume emphasizes developmentally and contextually appropriate prevention service delivery models and identifies state-of-the-art, empirically based strategies to strengthen the psychotherapy, and psychopharmacology. Next the paper discusses the development and education of the child's support system, particularly teachers and parents. The need for educators to recognize the signs of childhood depression and to realize the potential of depressed students, offer support, and accommodate their needs is considered. Finally, the paper recommends that schools should develop teacher education and awareness around depression, develop programs to provide counseling, and consult with parents concerning the child's needs. (JPB)

ED 415 974 PS 026 157

Fierro, Darlene
Is There a Difference in Learning Style among Cultures?
PUB DATE- 97
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Asian Americans; Blacks; *Cognitive Style; Cultural Background; *Cultural Differences; Cultural Influences; Cultural Traits; Elementary Education; *Elementary School Students; Elementary School Teachers; Hispanic Americans; Lateral Dominance; *Learning Processes; Teacher Attitudes

Each child has a personal learning style that results from innate tendencies and environmental experiences. Because cultural groups often share common values, the experiences of children growing up with those values are reflected in their classroom learning behaviors. This paper discusses cultural differences in children's learning styles. The first part of the paper discusses research on the elements of learning style in general and the Onion Model framework of different learning style theories. The theory of multiple intelligences is considered, field dependent and field independent learning styles are reviewed, and the idea of left brain and right brain dominance is discussed. The second part of the paper examines learning styles particular to African-American, Asian-American, Hispanic, and European-American cultures, and reviews research pertaining to differences across cultures. Finally, the paper discusses results of a questionnaire on learning styles that was distributed to 19 elementary school teachers. Responses showed that teachers disagreed about whether culture affects learning style or whether differences in learning style are based on individual differences. The paper concludes with some general characteristics particular to certain cultures noted by the teachers. (Contains 15 references.) (JPB)

ED 415 975 PS 026 158

Singleton, Margaret
Dare To Care: An Innovative Program Teaching Elementary Students the Importance of Caring.
PUB DATE- 97
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Catholic Schools; Childrens Literature; Classroom Techniques; Community Role; Conflict Resolution; Elementary Education; *Elementary School Students; *Empathy; Family Influence; *Interpersonal Competence; *Learning Activities; Mass Media Role; Parent Participation; Parent Role; Parent School Relationship; *Prosocial Behavior; School Activities;

Households

This study used data from the National Survey of Families and Households (NSFH) to explore the relationship between family functioning and adolescent behavior problems. The data covered five family types: married, two-biological parent families (TP); stepfamilies; divorced/separated female-headed families (DSF); never married female-headed families (NM); and single male headed families. The total sample included over 2,300 households with adolescents between 12 and 18 years. Data were collected through in-person surveys and self-administered questionnaires completed by respondent and spouse. Findings indicated that there was significant variation across family types in the ways in which family functioning measures related to adolescent behavior problems, with measures operating poorly for NM families. The TP families generally scored higher than other types on family strength measures. One-parent families attempted to compensate by reaching out to extended kin, friends, and neighbors, although these activities were not related to reduced adolescent behavior problems. Internal measures of family functioning were more important than external measures of family functioning in predicting adolescent problem behaviors. Marital conflict and depression were very powerful predictors of adolescent behavior problems in two-biological parent families, and marital conflict was a powerful predictor in step-families. Family functioning measures were about equal in predictive power to sociodemographic measures in predicting two of the three behavior problem measures. There were clear differences in the level of reporting by parent. (Seven tables detail findings. An appendix provides definitions of measures. Contains 15 references.) (KB)

ED 415 994 PS 026 178

Morrison, Donna Ruane; Glei, Dana
Assessing Family Strengths in the National Longitudinal Survey of Youth - Child Supplement.
SPONS. AGENCY- Department of Health and Human Services, Washington, DC.
PUB DATE- 93
NOTE- 99p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; *Behavior Development; Behavior Problems; Behavior Rating Scales; *Children; Corporal Punishment; Delinquency; Discipline; Elementary Education; *Family Environment; *Family Influence; Family Involvement; Family Problems; Group Dynamics; National Surveys; Parent Attitudes; *Parent Child Relationship; Predictor Variables; Well Being; Young Children
IDENTIFIERS- *National Longitudinal Survey of Youth; Social Connectedness

This study sought to construct a set of family strengths using data from the National Longitudinal Survey of Youth - Child Supplement (NLSY-CS), and, if the family strengths' construct was possible, to discern whether the presence of these family strengths predict better outcomes for children. The original NLSY sampled approximately 12,000 children, ages 14 to 21, in 1979; subjects have been surveyed every year since. The current analysis uses data from 1986 and 1988 to predict 1990 child behavior outcomes. The 1990 data come from 2 groups of children, the first including 277 six- to nine-year-olds, and the second, involving 1,163 ten- to fourteen-year-olds.

LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Caregiver Child Relationship; *Child Behavior; Child Development; Childhood Attitudes; Early Childhood Education; Knowledge Level; *Learning Processes; Parent Child Relationship; Personal Narratives; Play; *Teacher Response; Teacher Student Relationship; *Young Children
IDENTIFIERS- *Anecdotal Analysis; *Anecdotes

These stories, with accompanying photographs, were collected during 40 years of teaching preschoolers, directing child care centers, sharing with parents, and working with teachers and teachers-to-be. The anecdotes illustrate the fresh and amusing ways children look at the world; reveal thoughts and feelings that help adults understand better what it is like to be a child; and reflect both the artistry and ineptitude of adults' relations with children. Commentaries with each story draw on knowledge of child development and learning to help readers move beyond the fun of sharing a child's views to the more intellectual enjoyment that comes from insight into how children feel and learn. Questions to consider are also included with each story, stimulating thought on child development, the complex context of social and economic realities, and the diverse values systems used by today's parents and teachers to make decisions that affect children. (EV)

ED 416 011 PS 026 221

Armington, David
The Living Classroom: Writing, Reading, and Beyond.
PUB DATE- 87
NOTE- 257p.; Foreword by Joseph Featherstone.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Childrens Art; Childrens Writing; *Classroom Environment; Creative Development; *Creative Teaching; Curriculum Development; Grade 1; Instructional Innovation; Invented Spelling; Language Experience Approach; Master Teachers; Primary Education; *Reading Instruction; *Student Centered Curriculum; Student Interests; *Teacher Student Relationship; Teaching Methods; *Writing Instruction
IDENTIFIERS- Learning Communities

This book describes the special way one teacher, Jeanette Amidon, approaches children's thinking, with a particular focus on reading and writing instruction. The root value of her first-grade classroom in Massachusetts is respect for children's ideas, with the children's art and writing as visible signs of the teacher's respect for their thinking. This teacher's example can be used to support the case for a broad, cultural view of teaching in which teaching children is not only (or mainly) the challenge of imparting specific skills, but rather a whole approach to living together as a small provisional classroom community dedicated to the development of ideas. Important points in Jeanette Amidon's approach include that children learn well from experiences in which they have a vital stake and some genuine interest; that high quality learning

*Social Indicators; State Regulation; State Surveys; Statistical Surveys; Substance Abuse; Tables (Data); Tobacco; Trend Analysis; *Well Being; Youth Problems
IDENTIFIERS- Condoms; *Indicators; Inhalants; Nutrition Services; School Lunch Program; Vaccination; *Vermont; Women Infants Children Supplemental Food Program

The statistical portrait of this Kids Count report is based on seven indicators of child health: (1) lead poisoning; (2) immunization; (3) hunger; (4) condom use; (5) tobacco use; (6) alcohol use; and (7) inhalant use. The first section of the report presents information on the health indicators. Findings indicate that Vermont immunization levels are getting closer to national goals; model clean indoor air legislation restricts exposure to environmental tobacco smoke; state laws address prevention, intervention, and treatment of childhood lead exposure; the Women Infants and Children Nutrition Program has very high participation and innovative services; most Vermont children have health insurance; and a new law offers the most comprehensive model of treating child and adult mental health and substance abuse conditions. However, children continue to be exposed to environmental toxins, experience hunger and are at risk for the effects of under-nutrition; school indoor air quality is not regulated; and youth substance use is rising. The report concludes by noting that continued support of state policies and programs to address child health issues and continued child advocacy are crucial. The appendix includes a resources section providing information on related legislation, program eligibility, and specific indicator information such as an immunization schedule, and childhood lead screening recommendations. Also appended are the study methodology, data sources, and acknowledgments. (KB)

ED 416 030 PS 026 279

Love, John M.; Meckstroth, Alicia; Sprachman, Susan
Measuring the Quality of Program Environments in Head Start and Other Early Childhood Programs: A Review and Recommendations for Future Research. Working Paper Series.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 105p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Classroom Environment; Classroom Observation Techniques; *Day Care Effects; *Early Childhood Education; *Educational Environment; Educational Research; *Environmental Influences; Kindergarten; *Measures (Individuals); Outcomes of Education; Parent Participation; Preschool Children; Preschool Teachers
IDENTIFIERS- Program Characteristics; *Project Head Start

The Early Childhood Longitudinal Study (ECLS) tracks children throughout the country as they move from kindergarten through fifth grade. As part of the ECLS planning process, the possibility was considered of assessing the program environments of Head Start children before they entered the ECLS kindergartens. A review was conducted of selected large-scale studies of Head Start, Chapter 1, child care, and other preschool settings to ascertain the important dimensions of children's program experience and to recommend ways of measuring those dimensions. This paper reviews those dimensions and measures of early childhood program environments that could be used in studies of preschool program effects on children's

This conference proceedings includes 66 papers, workshop descriptions, and abstracts concerned with experiential education; outdoor education; adventure-based education, counseling, and therapy; and outdoor leadership. Topics include various aspects of program design and administration; experiential educational practices and group facilitation techniques for use with adolescents, families, and corporate teams; community service learning; outdoor learning activities; experiential techniques in teacher education and staff development; gender and racial issues in outdoor and experiential education; team building; group dynamics; spirituality; and adventure and experiential therapy with families, abused adolescents, homeless youth, and emotionally disturbed persons. (SV)

ED 416 048 RC 021 377

Asfeldt, Morten
Augustana Arctic Adventures: An Interdisciplinary Expedition.
PUB DATE- 96
NOTE- 6p.; In: Spawning New Ideas: A Cycle of Discovery; see RC 021 376.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adventure Education; College Students; *Courses; *Experiential Learning; Foreign Countries; Group Dynamics; Higher Education; *Interdisciplinary Approach; *Outdoor Education; Student Responsibility; Wilderness
IDENTIFIERS- Arctic; *Augustana University College AB; Canoeing; *Expedition Education; Trip Planning

Augustana University College (Alberta, Canada) offers a senior-level outdoor pursuits course called Arctic Canoe Expeditions, open to any student with a previous canoe-based outdoor course. Course goals are for students to apply knowledge from previous outdoor courses, integrate knowledge from their home disciplines into the experience, explore a special part of Canada, experience one of the world's last vast wilderness areas, create their own experience, and gain knowledge of Arctic canoe expeditions. During the winter semester, the class meets weekly to prepare for the trip, with students taking substantial responsibility for trip planning. Students are expected to keep a personal journal; to design their own learning experience, integrating their home discipline with expedition activities; and to make a class presentation of their learning. Considerable time is spent establishing group norms and expectations. The expedition itself involves 10 students and 2 professors spending at least 21 days on an isolated northern river unfamiliar to all participants. Pairs of students take 48-hour turns as facilitators of group decision making. The group keeps a group journal and holds formal debriefings every 3-4 days. The course builds on the philosophy of experiential education by providing students with interesting and relevant "indeterminate situations of consequence" that have high probability of successful resolution. The interdisciplinary nature of the course adds richness and depth to this resolution. (SV)

ED 416 049 RC 021 378

Bisson, Christian
The Outdoor Education Umbrella: A Metaphoric Model To

often unaware of the common angle features of these contexts. The findings are discussed using a comparison with a previous study of grade 2 students and suggest that students' responses often show failure to use standard terminology rather than a lack of knowledge of the underlying physical relations. Contains 22 references. (DDR)

ED 416 067 SE 060 873

Ohio SchoolNet Plus Learning through Software: A Software Evaluation Protocol Designed for Teachers by Teachers. Version 3c.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Computer Software; *Computer Uses in Education; Educational Resources; Elementary Secondary Education; *Evaluation Criteria; Higher Education
IDENTIFIERS- *Ohio SchoolNet

This protocol for computer software evaluation was developed as part of the SchoolNet Plus Software Review Project which was facilitated by the Eisenhower National Clearinghouse for Mathematics and Science Education (ENC). The protocol includes a software profile, general software evaluation, subject-specific software evaluation, summary comments, and an evaluator profile. The organization of the protocol takes the form of a rubric with a one through five scale. The scoring system enables the protocol to be tailored to a specific subject. (DDR)

ED 416 068 SE 060 889

K-12 Energy Education Program: A Conceptual Guide To K-12 Energy Education in Wisconsin.
PUB DATE- 97
NOTE- 42p.; Funding provided by the Wisconsin Environmental Education Board.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Conservation Education; *Curriculum Development; Ecology; Elementary Secondary Education; *Energy Management; Environmental Education; Fuels; *Futures (of Society); Natural Resources; Physics; *Science Education; *Technology Education
IDENTIFIERS- Wisconsin

In addition to presenting concepts that can help students understand and make decisions about energy issues, this guide provides guidance for teachers to incorporate energy education into their curricula. The guide is divided into two major sections: (1) the Energy Education Conceptual Framework and (2) the Suggested Scope and Sequence. The conceptual framework is not a curriculum in itself; rather, it is a skeleton that provides the foundation for a curriculum. The concepts were derived from energy-related frameworks designed by other and M. Trigueros); (34) "Gender Differences in Cognitive and Affective Variables during Two Types of Mathematics Tasks" (H. Vermeer, M. Boekaerts, and G. Seegers); (35) "Coming To Know Pupils: A Study of Informal Teacher Assessment of Mathematics" (A. Watson); (36) "Supporting Elementary Teachers' Exploration of Children's Arithmetical Understanding: A Case for CD-ROM Technology" (J.W. Whitenack, N. Knipping, L. Coutts, and S. Standifer); (37) "Numbers versus Letters in Algebraic Manipulation: Which is More Difficult?" (M.P.H. Wong); (38) "'You Have To Prove us Wrong': Proof at the Elementary School Level" (V. Zack); (39) "Constructing Knowledge by Constructing Examples for Mathematical Concept

ED 416 086 SE 061 123

Ezell, Michelle F.
Integrating Literature into Mathematics Instruction: Literature Review.
PUB DATE- 97
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Creative Thinking; Elementary Secondary Education; *Interdisciplinary Approach; *Literature; Literature Reviews; *Mathematics Curriculum; Mathematics Education; Mathematics Instruction; Relevance (Education); Teaching Methods; *Thinking Skills

Mathematics education is experiencing a tremendous change. Integrating literature into mathematics instruction is one of the methods used to make this new vision a reality. Children's books that explore the mathematical world often present metaphorical mathematical ideas. This paper presents a review of integration literature on mathematics instruction. The history of this issue, other major issues, controversies, programs, and contributors are discussed. Information on synthesis and analysis of research and literature is also presented. It is concluded that the integration of literature and mathematics will enable students to see the relevancy of mathematics in their daily lives and force teachers to examine their teaching styles and create lessons that are exciting, motivating, interesting, and promote higher-order thinking skills. Contains 28 references. (ASK)

ED 416 087 SE 061 125

Linking Curriculum, Instruction, and Assessment: The Problem Solving Strand, Grades 3-8 Mathematics. Teacher Guide.
PUB DATE- 97
NOTE- 69p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Elementary School Mathematics; Elementary Secondary Education; Instructional Materials; *Mathematics Activities; *Mathematics Education; *Problem Solving; Standards; Teacher Attitudes; Teaching Methods

Problem solving is one of the main components of mathematics education. This document treats problem solving as a process to be used for learning skills across the mathematics curriculum. Definition of problem solving, the environments promoting

Capstone: The Nation's High School Economics Course. Teacher Resource Manual.
PUB DATE- 93
NOTE- 243p.; For related "Student Activities" volume, see SO 026 799. A third volume, entitled "Teacher Specimen Set," combines the exact texts of SO 026 798 and SO 026 799.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Bibliographies (131)
DESCRIPTORS- Consumer Economics; *Economic Change; Economic Climate; *Economic Factors; *Economics; *Economics Education; Futures (Of Society); Global Education; Grade 11; Grade 12; High Schools; Instructional Materials; Macroeconomics; Microeconomics; Social Studies

This resource book is intended for a one-semester model course for high school economics for eleventh- and twelfth-grade students. The seven units in the book are linked to content ordinarily found in microeconomic and macroeconomic courses. Each unit contains 5 to 11 lessons, an author's note to the teacher, an author's letter to the students, classroom instructional materials, and sample test items. Each self-contained lesson contains a summary of economic content, an economic reasoning summary, instructional objectives, procedures, and student materials. The seven units in the resource book are: (1) "Why Economics Is Important"; (2) "Supply and Demand"; (3) "Consumers and Producers"; (4) "The Role of Government in Economics"; (5) "Macroeconomics"; (6) "Macroeconomics: Forecasting Our Economic Future"; and (7) "International Economics Issues." The book concludes with a section on extending teaching activities. (EH)

ED 416 109 SO 026 799

Reinke, Robert W.; Schug, Mark C.; Wentworth, Donald R.
Capstone: The Nation's High School Economics Course. Student Activities.
PUB DATE- 91
NOTE- 186p.; For related "Teacher Resource Manual," see SO 026 798. A third volume, entitled "Teacher Specimen Set," combines the exact texts of SO 026 798 and SO 026 799.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Consumer Economics; *Economic Change; Economic Climate; *Economic Factors; *Economics; *Economics Education; Futures (Of Society); Global Education; Grade 11; Grade 12; High Schools; Instructional Materials; Macroeconomics; Microeconomics; Social Studies

This student activities book is intended for a model one-semester course for high school economics for eleventh- and twelfth-grade students. The seven units in the book are linked to content ordinarily found in microeconomic and macroeconomic courses. Each unit contains 5 to 11 lessons, an author's note to the students and classroom instructional materials. Each lesson contains a summary of economic content, an economic reasoning summary and student materials. The seven units in the activities book are: (1) "Why Economics Is Important"; (2) "Supply and Demand"; (3) "Consumers and Producers"; (4) "The Role of Government in Economics"; (5) "Macroeconomics"; (6) "Macroeconomics: Forecasting Our Economic Future"; and (7)

Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Citizenship; *Conflict Resolution; Decision Making; Elementary Secondary Education; Empowerment; Foreign Countries; *Futures (Of Society); *Global Education; Higher Education; Participative Decision Making; *Peace; *Prosocial Behavior; Social Change; *Teacher Education; Values; Violence
IDENTIFIERS- *Peace Education

This pamphlet presents brief abstracts of selected English language reports and papers from the activities of the project group "Preparedness for Peace." For several years this project has carried out research and development work on peace education and related issues. The tasks have also included editorial work and publishing related to PEC (The Peace Education Commission of the International Peace Research Association). These abstracts, arranged alphabetically, are a result of this work from 1992-1996. (EH)

ED 416 132 SO 027 878

Bjerstedt, Ake
Six International Conferences of PEC (The Peace Education Commission). Peace Education Miniprints No. 87.
PUB DATE- 96
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Citizenship; *Conflict Resolution; Decision Making; Elementary Secondary Education; Empowerment; Foreign Countries; *Futures (Of Society); *Global Education; Higher Education; Participative Decision Making; *Peace; *Prosocial Behavior; Social Change; *Teacher Education; Values; Violence
IDENTIFIERS- *Peace Education

This pamphlet offers an overview of five larger reports in order to facilitate the process of locating contributions originating from five peace conferences between 1990-1994. The Peace Education Commission (PEC) arranged five conferences in Groningen (The Netherlands), Firenze (Italy), Kyoto (Japan), Budapest (Hungary) and Valletta (Malta). A conference report for each conference was published in which the contributions are presented either in full-text or summary form. The full reports were previously published by the Malmo School of Education, University of Lund (Sweden). This guide facilitates reference to contributions in peace-related education during this time. In order to update the information, the contributions at the latest 1996 PEC conference in Brisbane (Australia) have been added, although no conference report references have been made yet. Part 1 contains an introductory description and some comments relevant to the topic. Part 2 is the guide to the pamphlet with the Brisbane conference information based on personal notes, not on published conference proceedings. (EH)

ED 416 133 SO 027 880

Ekstrand, Lars Henric
Multicultural Education. No 818.
PUB DATE- 94
NOTE- 14p.; Reprinted Second Edition from the International Encyclopedia of Education, 1994, Volume 7, Pp. 3960-3970, Pergamon.
LANGUAGE- English

(141),Speeches, Conference Papers, "Papers Presented at..."
(150)
DESCRIPTORS- Comparative Education; *Cross Cultural Studies; Educational Development; *Educational Philosophy; *Educational Planning; Elementary Secondary Education; Foreign Countries; *Foundations of Education; Program Development
IDENTIFIERS- *Dewey (John); *Turkey

This study evaluates the significance of John Dewey's 1924 visit to Turkey and the subsequent reports and recommendations Dewey prepared regarding the Turkish educational system. The study analyzes the 30 pages of reports from 1924 from both historical and contemporary perspectives. Dewey's first report addressed better teacher training and the funding of education. The second report made specific recommendations for the formation and execution of an educational plan, the development of schools as community centers, the reorganization of the Ministry of Public Instruction, the training and treatment of teachers, the redefinition of the school system, the improvement of health and hygiene issues in schools, and the improvement of discipline. The paper also includes John Dewey's essays on the Turkish state where Dewey addressed larger Turkish problems. The essays first appeared in "New Republic" and have been reprinted over the years. (EH)

ED 416 160 SO 028 219

Elliott, Rita Folse, Ed.
Used Archaeology: Practical Classroom Ideas for Teachers, by Teachers.
PUB DATE- 92
NOTE- 156p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Anthropology; *Archaeology; Elementary Secondary Education; Instructional Materials; *Interdisciplinary Approach; *Local History; Material Culture; Social Studies; *State History
IDENTIFIERS- *Georgia

This special issue of the bulletin "Early Georgia" provides a partnership of educators and archaeologists to show how archaeology can be translated into the classroom. The multidisciplinary nature of archaeology allows Georgia educators to address many of the Quality Core Curriculum objectives mandated by the state. The book is divided into four chapters, including: (1) "Narratives," written by educators, based on their experiences with archaeology in the classroom; (2) "Exercises," offering exercises and activities to be included in multidisciplinary curriculums; (3) "Bibliographic and Curriculum Materials," containing a list of sources for educators ranging from books and exhibits to curriculum materials; and (4) "Archaeological Ethics," summarizing ethical principles that should guide the practice of archaeology. (EH)

ED 416 161 SO 028 222

Hamot, Gregory E.; Shiveley, James M.; VanFossen, Phillip J.
Media Literacy in Social Studies Teacher Education: Relating Meaning to Practice.
PUB DATE- 97

PUB DATE- 97
NOTE- 168p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- American Indians; Bilingual Education; Black Students; *Classroom Environment; Cognitive Style; Cultural Awareness; Cultural Differences; *Cultural Pluralism; *Culturally Relevant Education; *Diversity (Student); Elementary Secondary Education; Hmong People; Mexican Americans; Multicultural Education; Teacher Role; Teaching Methods
IDENTIFIERS- African Americans

This action guide helps teachers understand student differences from an environmental and contextual perspective, explaining how to better engage students in the learning process so they can increase their academic performance. The guide focuses on students who are African American, American Indian, Mexican American, and Hmong. Section 1, "Introduction: A Vision of the Future," presents underlying assumptions and explains the guide's goals. Section 2, "Understanding Cultural Backgrounds," discusses culture as the backdrop for learning, focusing on African American, American Indian, Mexican American, and Asian American cultural styles and cultural style in the schools. Section 3, "Understanding How Culture Influences Motivation," explains how to create a culturally compatible classroom and offers an example of a culturally responsible learning community. Section 4, "Identifying Ways to Structure a Culturally Compatible Classroom," discusses conducting culturally relevant teaching, creating Afrocentric classrooms, developing bilingual classrooms, and developing classrooms for American Indians. Section 5, "Increasing Knowledge of Culturally Compatible Strategies," focuses on culturally responsive environments, culturally responsive curriculum, stylistically responsive instructional strategies, and culturally connected instructional strategies. Two appendixes describe how to keep a reflective journal and present a chart for planning culturally diverse classrooms. (Contains approximately 170 references.) (SM)

ED 416 182 SP 037 749

Gallas, Karen
"Sometimes I Can be Anything." Power, Gender, and Identity in a Primary Classroom. The Practitioner Inquiry Series.
PUB DATE- 98
NOTE- 153p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Classroom Environment; Elementary School Students; *Equal Education; Grade 1; Grade 2; Interpersonal Competence; Interpersonal Relationship; *Power Structure; Primary Education; *Racial Factors; *Sex Differences; Social Differences; Social Influences; *Student Behavior; Young Children

This book examines research on young children's experiences with and understanding of gender, race, and power, highlighting interactions within first and second grade classrooms. The introduction explains gender, race, and power issues. Chapter 1, "Teacher Research: Texts and Subtexts," describes the

NOTE- 108p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Case Method (Teaching Technique); *Discussion (Teaching Technique); Elementary Secondary Education; *Faculty Development; *Group Discussion; Group Guidance; Inservice Teacher Education; Leadership Responsibility; *Teacher Improvement; Teachers; Teaching Methods
IDENTIFIERS- *Facilitative Leadership; Facilitator Styles

This book for teachers, administrators, and central office staff provides guidelines for orchestrating and extending conversations among case users, with strategies for improving facilitators' effectiveness and a conceptual framework for understanding and acting in the role of facilitator. The book describes how to foster an entire professional development experience, not just a group discussion, using the case method. The case method offers groups a common text for exploring critical education issues. The facilitator is crucial in accessing the power of cases to maximize their potential for learning and reflection. The book includes four chapters. Chapter 1, "Introduction," explains what a case is, where cases are found, why it is important to use cases, and what case facilitation is. Chapter 2, "Facilitating the Case," examines advanced planning processes, structuring the case experience, and making strategic decisions. Chapter 3, "Facilitating the Group," explains how to get started, orchestrate discussion, incorporate variety, pace the discussion, and achieve closure. Chapter 4, "Managing Your Own Concerns," examines how to be in control of the discussion, share your point of view, and sort out what you do and do not know. An appendix presents a case about change from the perspective of a high school teacher working to bring his mathematics curriculum, instruction, and assessment in line with various reform guidelines. (SM)

ED 416 199 SP 037 770

Bradshaw, Lynn; Bell, Edwin; McDowelle, Jim; Perreault, George
Building School District-University Partnerships around Leadership Assessment and Development: The Time Has Come.
PUB DATE- 97
NOTE- 22p.; Paper presented at the Southern Regional Council on Educational Administration (Charleston, SC, November 9-11, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Effectiveness; *Administrator Evaluation; *Administrators; *College School Cooperation; Cooperative Planning; Cooperative Programs; Elementary Secondary Education; Graduate Study; Higher Education; *Leadership Qualities; Leadership Training; Partnerships in Education; *Principals; *Professional Development; School Administration
IDENTIFIERS- Administrator Competencies; East Carolina University NC

This paper describes a collaborative model for assessing and developing leadership skills, examining the need for new approaches, reviewing collaboration theory, and discussing

*Predictive Measurement; *Predictor Variables; *Suppressor Variables

The important and sometimes difficult-to-grasp concept of regression suppressor variable effects is explored. An inquiry into the phenomenon of suppressor effects is accomplished via a synthesis of the existing literature and the use of a small heuristic data set to improve the accessibility of the concept. Implications for researchers are also forwarded and it is suggested that the search for suppressor variables in an effort to remove unwanted predictor variable variance may prove less efficient than the search for additional predictor variables which directly explain variance in the criterion variable of interest. However, when they are present, suppressor effects can be critical to note and interpret. (Contains 1 figure, 3 tables, and 14 references.) (Author)

ED 416 216 TM 028 068

Mittag, Kathleen
Measuring the Jungian Personality Types of High School Students.
PUB DATE- 98
NOTE- 27p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Houston, TX, January, 24 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Counseling; Factor Analysis; *High School Students; High Schools; *Hispanic Americans; Personality Assessment; *Personality Traits; Psychometrics; Test Reliability; *Test Use
IDENTIFIERS- *Hispanic American Students; Jung (Carl G); *Personal Preferences Self Description Quest; Preservice Teachers

Measures of normal variations in personality, called "psychological type," are frequently used in education (e.g., to identify learning styles) and counseling (e.g., in career counseling). However, the most frequently used measure of types has been criticized on various psychometric grounds. The present study investigated the psychometric properties of an alternative measure, the Personal Preferences Self-Description Questionnaire (PPSDQ). The study was conducted with 328 Hispanic high school students, partly to determine whether the sound psychometric quality of PPSDQ scores was compromised on this sample by vocabulary or language issues. The results of reliability and factor analyses were generally favorable with regard to PPSDQ score integrity. The PPSDQ may have some utility in evaluating Jungian psychological types even with Hispanic American high school students. Appendixes present reliability analyses for the students and for 49 preservice teachers and a correlation matrix for item packets. (Contains 3 tables and 31 references.) (Author/SLD)

ED 416 217 TM 028 069

Griffith, Julia
Title VI 1996-1997. Feedback.
PUB DATE- 97
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Improvement; Educationally

is not large, even though large differences are reported for children living in telephone or nontelephone households. Results of the study of recorded interview data coverage indicate that the majority of the questions were read as written by the interviewer and respondents provided a codable response. Specific items that resulted in a greater than average number of problems are identified. Four appendixes contain the interview coding forms and frequency of rating information for the School Readiness Questionnaire, the School Safety and Discipline Parent Questionnaire, and the School Safety and Discipline Youth Questionnaire. (Contains 1 exhibit, 2 figures, and 17 tables.) (SLD)

ED 416 233 TM 028 113

1991 and 1995 National Household Education Survey Questionnaires: NHES:91 Screener, NHES:91 Adult Education, NHES:95 Basic Screener, and NHES:95 Adult Education. Working Paper Series.
PUB DATE- 97
NOTE- 88p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adult Education; *Data Collection; Educational Attainment; *Elementary Secondary Education; Interviews; *Questionnaires; Research Methodology; *Surveys
IDENTIFIERS- *National Household Education Survey

The National Household Education Survey (NHES) is a data collection system of the National Center for Education Statistics (NCES), which has as its mission the collection and publication of data on the condition of education in the United States by providing information on those issues that are best addressed by contacting households rather than educational institutions. The NHES is a telephone survey of households. This document contains the telephone interview guides for several components of the NHES in 1991 and 1995. The NHES:91 Screener interview, the screening items for the Adult Education survey and those for the Household Characteristics portion of the survey are presented. The 1991 Adult Education interview is also included. For the 1995 NHES, the Basic Screener is included, and the following areas of the 1995 Adult Education interview are presented: (1) Initial Background; (2) English as a Second Language; (3) Basic Skills and GED Preparation; (4) Credential; (5) Apprenticeship; (6) Career or Job Related Activities; (7) Other Formal Structured Activities; (8) Computer-Only or Interactive Video-Only Instruction on the Job; (9) Remaining Background; and (10) Household Characteristics. (SLD)

ED 416 234 TM 028 114

Brick, J. Michael; Collins, Mary A.; Nolin, Mary Jo; Davies, Elizabeth; Feibus, Mary L.
Design, Data Collection, Monitoring, Interview Administration Time, and Data Editing in the 1993 National Household Education Survey (NHES:93). Working Paper Series.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 97
NOTE- 114p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports -

types of courses, whether related to basic skills, equivalency programs, degree programs, or personal interests. In the NHES:95 courses were grouped into a specific set of areas, and information was collected on part-time courses toward a degree or certificate, work-related courses, and other formal structured courses. To provide data users with the ability to use course information, the data file for the survey includes codes for the courses taken. A course coding scheme containing 43 coding categories was developed for the Adult Education component, largely based on the work of C. Adelman and the College Course Map (Department of Education). This coding manual is organized into sections on: (1) procedures for coding courses; (2) examples of coding and analysis; (3) course coding categories; and (4) resolving discrepancy course codes. (SLD)

ED 416 250 TM 028 130

Kim, Kwang; Collins, Mary A.; Brown, John; Stowe, Peter
National Household Education Survey of 1995: Adult Education Course Code Merge Files User's Guide. Working Papers Series.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 97
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adult Education; *Coding; *Courses; *Educational Attainment; National Surveys; Postsecondary Education; *User Needs (Information)
IDENTIFIERS- *Merge Files; *National Household Education Survey; User Guides

The National Household Education Survey (NHES) is a data collection system of the National Center for Education Statistics that is designed to provide information about educational issues best addressed through contacting households rather than institutions. In 1995, as in 1991, one of the components of this telephone survey was a study of adult education courses taken by respondents. For the 1995 survey, 19,722 interviews were completed with participants and nonparticipants in adult education. To provide data users with the ability to use the information collected on degree or certification courses, work-related courses, or courses for personal interests, the subject matter of courses was coded. A coding scheme containing 43 courses was developed, based on the Department of Education's College Course Map and the work of C. Adelman. The course code merge files for which this user guide has been developed contain the course code variables for each reported course. It is important to note that the course code merge files cannot be used by themselves for any analysis. Instead, they are designed to be used with the Adult Education public data files. This guide contains the following sections: (1) Background; (2) Adult Education Courses; (3) Course Codes; (4) Merge Files; (5) Statistical Analysis System example. Appendixes describe the course code merge file layout in position order and present the merge file codebook. (Contains five references.) (SLD)

ED 416 251 TM 028 131

Ahmed, Susan

the "lessons learned" about the various methods and strategies used. Institutions were selected for the project based on: breadth of campus involvement in the planning process; clarity of the institutions's vision and goals; extent to which the institution was ready to and capable of implementing its change agenda; and degree of recognition of the role and impact of institutional structures in accomplishing change. Project information sources included: institutional self-reflective reports and updates; "homework" activities completed by project teams in preparation for project meetings; reports from consultants who worked with each institution; correspondence with the agency and with consultants; and summary notes from project meetings. The information sources contained structured, open-ended questions which collected similar information about each institution, thus allowing inter-institutional comparisons. Data collection and analysis was a process carried out over four points in time, with teams selectively and progressively articulating and evaluating each set of lessons learned. Data analysis efforts resulted in a set of propositions that reflect strategies central to effecting institutional change. (SW)

ED 415 810 HE 030 961

Rosenzweig, Joy S.
The Innovative Colleges and Universities of the 1960s and 1970s: What Keeps the Dreams of Experimentation Alive? ASHE Annual Meeting Paper.
PUB DATE- 97
NOTE- 39p.; Paper presented at Annual Meeting of the Association for the Study of Higher Education (22nd, Albuquerque, NM, November 6-9, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change; *College Environment; College Faculty; Educational History; *Educational Innovation; Higher Education; Innovation; Institutional Characteristics; *Institutional Mission; Institutional Survival; *Instructional Innovation; Private Schools; Small Colleges; State Universities
IDENTIFIERS- *ASHE Annual Meeting; Evergreen State College WA; Hampshire College MA; New College FL; Pitzer College CA; University of California Santa Cruz; University of Wisconsin Green Bay

This investigation examined the history and durability of educational innovation at six colleges and universities (Pitzer College (California); New College of the University of South Florida; Hampshire College (Massachusetts); University of Wisconsin-Green Bay; University of California Santa Cruz; and The Evergreen State College (Washington) that were founded in the 1960s and 1970s as alternatives to mainstream American higher education. Innovation is defined as including interdisciplinary teaching and learning, student-centered education, egalitarianism, and experiential learning, with an institutional focus on teaching. The study's objective was to understand how innovative campuses preserve their founding missions in a changing social, political, and economic climate. During 4- to 6-day field visits during the 1995-96 academic year, 151 interviews were conducted with 164 faculty members, administrators, students, graduates, and trustees. Based on the findings, the following strategies are recommended to help ensure innovation in distinctive institutions of higher education: retain a significant number of founding faculty

*Discipline Policy; *Graduate Students; Higher Education; *Plagiarism; *Student Attitudes
IDENTIFIERS- *ASHE Annual Meeting

Cheating and plagiarism were studied at a midwestern public university's College of Education, by interviewing three male and three female students who were in Master's programs in health education, rehabilitation counseling, and community counseling. None of the six students had had a formal orientation program covering expectations about performance, rules, or policies. While there seemed to be an assumption that Master's students should know what constitutes cheating and plagiarism, most respondents were unable to identify how they learned about these concepts. Three students thought there might be specific behaviors related to plagiarism about which students were unaware. Although cheating and plagiarism seemed to be occurring, the respondents were uncertain about the sanctions for these behaviors. Factors noted as contributing to cheating included: pressures related to grades, the number of assignments, and running out of time; leniency of professors and their tendency to avoid addressing these issues; lack of awareness of the rules of plagiarism; and personal attitudes such as wanting to avoid hard work or lack of interest in the topic. Factors noted as inhibiting cheating and plagiarism included fear and guilt, personal confidence, positive professional ethics, and the desire to work or learn. Implications of the findings for practice and research are considered. (Contains 18 references.) (SW)

ED 415 827 HE 030 978

Flacks, Richard; Thomas, Scott L.
College Students in the Nineties: Report on a Project in Progress. ASHE Annual Meeting Paper.
PUB DATE- 97
NOTE- 24p.; Revision of a paper presented at the Annual Meeting of the American Association for the Study of Higher Education (Albuquerque, NM, November 6-9, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Drinking; Drug Use; Educational Attainment; Enrichment Activities; *Enrollment Influences; *Family Income; Fine Arts; Higher Education; *Minority Groups; Racial Differences; Sex Differences; Social Class; *Social Life; Socioeconomic Status; *Student Attitudes; Student Characteristics; Student Motivation; Student Participation; Teacher Student Relationship; *Undergraduate Students
IDENTIFIERS- *ASHE Annual Meeting

University of California Santa Barbara students were surveyed in 1996 to learn about student life and culture in the 1990s. Fifty-five percent of 815 randomly selected undergraduates responded to a mail survey. Responses were grouped according to students' race, gender, and social class. Reasons identified for attending college included: to receive preprofessional or precareer training, to make more money, and to develop self-knowledge. Findings support the widespread belief that young people are relatively anxious about their future life chances. Differences in social practices and activities of students were found for different racial, ethnic, and gender categories. Students reported on their use of alcohol and drugs and the frequency of attending large parties at private homes. Information was also obtained on the frequency of students' interactions with faculty about academic matters, and the

Internet Protocol), Usenet News, and the Z39.50 Standard for Information Retrieval are provided. The last two sections provide trainer's aids, a list of resources, a planning checklist, discussion questions, several diagrams, a sample slide presentation, and an index. (MES)

ED 415 845 IR 018 702

Haney, Regina, Ed.; Zukowski, Angela Ann, Ed.
New Frontiers: Navigational Strategies for Integrating Technology into the School.
PUB DATE- 97
NOTE- 288p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Catholic Schools; *Educational Planning; *Educational Technology; Elementary Secondary Education; Evaluation Criteria; Financial Support; *Futures (of Society); Information Technology; Resource Materials; School Libraries; Staff Development; Technological Advancement; Technological Literacy
IDENTIFIERS- Electrical Wiring; Media Literacy; Roman Catholic Church; Technology Coordinators; *Technology Integration; *Technology Plans

This book is an outgrowth of the New Frontiers for Catholic Schools project, a collaborative effort of the National Catholic Educational Association and the University of Dayton. The goal of the book is to support Catholic educators and schools to make technology a vital part of the future of Catholic education. The chapters are as follows: (1) "Seize the Day!" (Angela Ann Zukowski); (2) "A Pastoral Perspective: Theology and Communication" (Angela Ann Zukowski); (3) "2020 Visions for the Future of Education" (David D. Thornburg); (4) "Paradigms of Innovation and Criteria" (Angela Ann Zukowski); (5) "Leadership without Followers" (Christopher J. Dede); (6) "Producing a Technology Plan" (Regina Haney); (7) "Technology Partnerships" (Gail Morse); (8) "New Frontiers" (Regina Haney); (9) "Catholic School Libraries in the 21st Century" (Carol Ann K. Winkler); (10) "Media Literacy" (Frances M. Trampiets); (11) "Technology Coordinator: Who Do They Say I Am?" (Nancy Erhart); (12) "Ethical and Legal Challenges of Technology" (Angela Ann Shaughnessy); (13) "Planning from the Diocesan Perspective (and Sample Plan)" (Marian Stuckey); (14) "Technology Planning from the Elementary School Perspective: Beyond Chalk, Talk, and Textbooks" (Paul E. DeZarn); (15) "Emphasizing the Staff Development Perspective in Technology Integration" (Natalie Krupka); (16) "Planning from a Total Parish Perspective" (Dean V. Waggenspack); (17) "Artisans of Faith: A New Renaissance" (Angela Ann Zukowski); (18) "A Sabbatical View of Catholic Schools" (Margaret E. Curran); and (19) "Survey Research: The Effectiveness of the New Frontiers Program" (David A. Bouton). Appendices include a "Study Guide for 'Aetatis Novae' (The Dawning of a New Era)"; the Ursuline Academy of Dallas technology plan; resource materials on funding educational technology; classroom wiring standards from Ohio SchoolNet; and sample selection criteria for hardware and software acquisition. (MES)

ED 415 846 IR 018 703

Stuckey, Marian
From the Chalkboard to the Chatroom...and How To Get There from Here: A Model for Developing and Using a Diocesan and School

in July 1996. To carry out the study, the CSTB appointed a committee of 15 wireless-technology experts, including researchers, program managers, technology developers, and users working in industry and academia. In particular, DARPA posed questions on: what industry will do on its own and when; the military requirements and needs in mobile wireless information technology; the extent to which commercial technology development will support military needs; and where DARPA can have the greatest impact in technology development or acceleration of technology development to support the military. This report presents the results of the CSTB study. In addition to answering DARPA's questions, the report explores the evolution of wireless technology, the often-fruitful synergy between commercial and military research and development efforts, and the technical challenges still to be overcome. Many examples of past ingenuity and future opportunities in wireless systems are noted. The report's five conclusions are discussed in the Executive Summary and 12 recommendations, which are discussed in detail in the text, are also outlined. (AEF)

ED 415 863 IR 056 831

Missouri State Government Web Guide.
PUB DATE- 97
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Access to Information; *Government Publications; *Information Sources; Reference Materials; *State Agencies; *State Government; World Wide Web
IDENTIFIERS- *Missouri; *Web Sites

This guide to Missouri State Government documents is intended to help information professionals and the general public locate electronic state information in a timely fashion. Only state agencies are included, with a few exceptions where deemed appropriate. The guide is divided into two sections. The first is an alphabetical keyword/title index. The second section provides Web addresses and is organized by Agency/Executive Office. An appendix lists Web sites for state census information. (AEF)

ED 415 864 IR 056 832

Perrault, Anna H.
Collection Assessment Report for Hillsborough Community College.
PUB DATE- 97
NOTE- 16p.; Appendices A and B, comprising various data tables, are not included in ERIC's copy.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Audiovisual Aids; Books; Community Colleges; Document Delivery; Interlibrary Loans; *Library Circulation; Library Cooperation; *Library Materials; Library Services; Periodicals; Two Year Colleges; *Use Studies; *User Needs (Information); *User Satisfaction (Information)
IDENTIFIERS- Hillsborough Community College FL

During the period April-May 1997 at Hillsborough Community College (HCC) in Florida, three study teams conducted studies of the utilization of library resources by format, subject areas, and year of publication. The study investigated book and audiovisual circulation; journal use; and interlibrary loan and willing to tell the stories. As a result, the rest of the booklets were developed through taped interviews with students and local residents from Harlan and Letcher Counties, and members of the Virginia Black Lung Association. The booklets were sent to 28 libraries in the Eastern Kentucky area, and shared with county literacy personnel, Kentucky Literacy Commissions, and members of the Community Based Literacy coalition sponsored by the University of Tennessee. Attachments include a list of libraries/literacy programs and people receiving program booklets, student evaluations, and the literacy booklets: "Hard Times Happy Times" (Dorothy Maggard); "Digging for Justice" (Virginia Black Lung Association); "Those Were the Days" (Jesse Renfro); "Mountain Memories" (Ralph Collier); "In Honor of the Old Folks" (Hiram Day and Mae Hensley); and "The Times of My Life" (O. T. Henderson). (SWC)

ED 415 882 IR 056 852

Ladd, Joan; Rockwell, Connie
Fort Collins Public Library, Final Performance Report for Library Services and Construction Act (LSCA) Title VI, Library Literacy Program.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC. Office of Library Programs.
PUB DATE- 93
NOTE- 172p.; Some pictures may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Adult Learning; *Adult Literacy; Federal Programs; Grants; Hispanic Americans; *Library Collection Development; Library Role; *Library Services; *Literacy Education; Minority Groups; Public Libraries; Publicity; Student Recruitment; Tutoring; Tutors; User Needs (Information); Volunteer Training; Volunteers
IDENTIFIERS- Colorado (Fort Collins); Library Services and Construction Act; Tutor Training; Volunteer Recruitment

During the fiscal year 1992-1993, the Fort Collins Public Library (Colorado) conducted a project that involved the recruitment of tutors and adult learners, public awareness, training, and collection development. The project served a community of over 200,000 people, and had a target population of the local minority population, with an emphasis on recruiting Hispanic tutors and adult learners. The project trained 153 new volunteer tutors, and provided additional training to 55 current volunteer tutors. Project activities included: 12 basic tutor training orientation and core skills sessions for all adult literacy service projects; 22 specific tutor training sessions; public awareness events--National Library Week, National Literacy Day, and Community Environment Fair; media events--community television and radio programs; 11 monthly network meetings; reception for community-wide authors and illustrators of READ-UP series, a short anthology of stories for new adult readers; newsletters sent to tutors, service providers, and interested community members; maintenance of appropriate reading and tutorial materials for the READ-UP collection of materials devoted to marginally literate adult learners and new readers; and maintenance of a telephone line on which 1,347 calls for training and information were taken. Appendices include: tutor training materials and evaluation forms; materials from the Larimer County Adult Literacy Network; READ-UP materials purchased; adult literacy newsletter; newspaper articles and other public relations

DESCRIPTORS- Adult Basic Education; Adult Learning; *Adult Literacy; *English (Second Language); Family Literacy; Federal Programs; Grants; Intergenerational Programs; Library Collection Development; Library Role; *Library Services; *Literacy Education; Parent Education; Public Libraries; Publicity; Tutoring; Tutors; User Needs (Information); Volunteer Training; Volunteers; Workplace Literacy
IDENTIFIERS- Library Services and Construction Act; Tutor Training

This final performance report provides project outcome information and data to the U.S. Department of Education for the federally-funded Library Literacy Program. The Stratford Library Association (Connecticut) conducted a project that involved recruitment, retention, training, basic literacy, collection development, tutoring, intergenerational/family, and English as a Second Language (ESL) programs. The project served a community of 100,000-200,000, and targeted workforce/workplace learners, intergenerational/families, ESL, and learners in adult education and literacy classes. Tutoring was done one-on-one and in small groups, using the Literacy Volunteers of America (LVA) method. The project served 338 adult learners, and provided 890 hours of direct tutoring service. The report provides a comparison of actual accomplishments to goals and objectives set forth in the grant application; a comparison between proposed and actual expenditures; specific details of activities undertaken; the role the library played in the accomplishment of the goals and objectives; agencies and organizations that assisted in the project; and the impact of the federal project on the ongoing program of the library. Appendices include newspaper articles; program brochures and flyers; thank-you letters from students; and a bibliography of books, tapes, and software, arranged by topic. (SWC)

ED 415 900 IR 056 871

Peters, Alice L.; Calio, Susan
Bayard Taylor Memorial Library, Final Performance Report for Library Services and Construction Act (LSCA) Title VI, Library Literacy Program.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC. Office of Library Programs.
PUB DATE- 93
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Adult Learning; *Adult Literacy; Adult Students; Educational Cooperation; English (Second Language); Family Literacy; Federal Programs; Grants; Learning Disabilities; Library Collection Development; Library Role; Library Services; *Literacy Education; Migrant Adult Education; Public Libraries; Publicity; Rural Areas; Tutoring; Tutors; User Needs (Information); Volunteer Training; Volunteers
IDENTIFIERS- Library Services and Construction Act; Tutor Training

This final performance report provides project outcome information and data to the U.S. Department of Education for the federally-funded Library Literacy Program. The Bayard Taylor Memorial Library (Kennett Square, Pennsylvania) conducted the Outreach Project, a project that involved public awareness, training, rural oriented programs, basic literacy, collection development, tutoring, intergenerational/family, and English as a Second Language (ESL) programs. The project served a community of 50,000-100,000 people, and targeted the learning on-line database searching capability; and 47% had the capability to use CD-ROM periodical indices. Library media centers in public schools with less than 20% minority enrollment were more likely to have computers with modems, database searching capability with CD-ROM, and on-line database searching capability than libraries in schools with 20% or more minority enrollment. The availability of resources and services provided by library media centers was also directly related to the poverty level of the school. Public school library media centers were far more likely to have computers with modems, automated circulation systems, database searching capability with CD-ROM, and a connection to the Internet than were private school library media centers. Includes a table showing the percentage of public school library media centers that offered selected services and equipment, by selected school characteristics, and graphs showing the percentage of public school library media centers that offered selected services and equipment, by percentage of minority students enrolled, and by percentage of students eligible for free or reduced-price lunch. (SWC)

ED 415 918 IR 056 919

Hawkins, Evelyn F.; Rossi, Robert J.
The Status of Federal Libraries and Information Centers in the United States: Results from the 1994 Federal Libraries and Information Centers Survey. Statistical Analysis Report.
SPONS. AGENCY- Federal Library and Information Center Committee, Washington, DC.; National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 98
NOTE- 130p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Federal Government; *Government Libraries; *Library Collections; *Library Expenditures; *Library Personnel; Library Research; *Library Services; *Library Statistics; Library Surveys

The data collected through the 1994 Federal Libraries and Information Centers Survey present a picture of federal libraries and information centers that provide a wide variety of services to their respective agencies as well as to the general public. Federal libraries and information centers reported holding over 51 million volumes or volume equivalents in print and about 625,000 current serial subscriptions. In addition, about half of these federal libraries and information centers indicated providing centralized technical services and selective dissemination of information services; about two in five reported providing professional consultation services and preparing published bibliographies; and about one in three reported producing publications other than bibliographies and providing outreach services such as bookmobiles, clinical and circuit libraries, and regional services. More than half of the federal libraries and information centers either included the general public in their clientele or reported having services available to the public. These libraries have responded to the advanced technology revolution. About one third of the federal libraries and information centers indicated they maintain some electronic collections, and the majority of respondents indicated that they have available the more common technologies such as fax, e-mail, CD-ROM, local area networks (LANs), and Internet access. The report contains an executive summary, Student Financial Assistance: The Key to Enhancing Access" (J. Noah Brown, Stephanie Giesecke). (YKH)

ED 415 938 JC 980 101

Hamilton, John
First-Time Students Entering a Two-Year Public College with a GED. Fall 1991 to Fall 1996.
PUB DATE- 98
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Academic Records; Basic Skills; Community Colleges; Comparative Analysis; Developmental Studies Programs; Educational Certificates; Grade Point Average; High Risk Students; *High School Equivalency Programs; Nontraditional Students; Remedial Instruction; *Student Characteristics; *Two Year College Students; Two Year Colleges
IDENTIFIERS- Gainesville College GA; *General Educational Development Tests

Gainesville College (GC) in Georgia conducted a study to determine how many traditional-aged students enter the school with General Education Development (GED) certificates and how well they progress academically. Students monitored were those who received their GED at 21 years of age or younger and entered GC within 4 years of receiving the certificate. Two hundred and seventy-six students who enrolled between fall 1991 and fall 1996 were monitored by transcript analysis to the end of fall 1997. The study group was overwhelmingly white with slightly more Asians than blacks and Hispanics. The percentage of females in the study group was only slightly higher than males at 53%. Only 15% of the students did not require any developmental studies courses, whereas 85% required between 1 and 3. Moreover, in the fall of 1997, more GED students were placed in developmental reading, English, and math courses than other first-time students. Results of the study showed a GED-student completion ratio of 90% for academic credit courses, slightly lower than that of non-GED first-time students. Similarly, GC grade point averages were slightly lower for students in the GED study group than the average college GPA. (Contains 7 pages of data tables.) (YKH)

ED 415 939 JC 980 102

Wong, Marisa
Lt. Gov. Looks To Increase Community College Funds.
PUB DATE- 98
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Colleges; *Educational Change; *Educational Finance; Educational Legislation; Finance Reform; Financial Support; Government School Relationship; Income Contingent Loans; *Organizational Objectives; Partnerships in Education; Private Sector; School Business Relationship; School Funds; *State Aid; State Government; Teacher Employment Benefits; Teacher Salaries; Tuition Grants; Two Year College Students; Two Year Colleges
IDENTIFIERS- *California Community Colleges; College Affordability Act (California 1997)

In a plan to increase funding for California community colleges, environments in which children develop. The nine chapters review ways to strengthen the family, child-care systems, early childhood education, school-based health and mental health services, and community-based mental health programming. The importance of theory-guided evaluation to clarify the process of program implementation is explored, and strategies are highlighted for disseminating programs effectively. The chapters are: (1) "Introduction and Overview: Prevention Services--From Optimistic Promise to Widespread, Effective Practice" (Weissberg, Kuster, and Gullotta); (2) "Policy Efforts To Enhance Child and Family Life: Goals for 2010" (Zigler and Finn-Stevenson); (3) "Defining and Implementing School Readiness: Challenges for Families, Early Care and Education, and Schools" (Kagan and Neuman); (4) "Schools and the Enhancement of Children's Wellness: Some Opportunities and Some Limiting Factors" (Cowen); (5) "Mental Health Services for Children and Adolescents" (Rotheram-Borus); (6) "Improving Access to Health Care: School-Based Health Centers" (Dowden, and others); (7) "Evaluation of Prevention Programs for Children" (Valente and Dodge); (8) "Making Prevention Work" (Gottfredson, and others); and (9) "Reinterpreting Dissemination of Prevention Programs as Widespread Implementation with Effectiveness and Fidelity" (Elias). (SD)

ED 415 958 PS 026 125

Weissberg, Roger P.; Kuster, Carol Bartels; Gullotta, Thomas P.
Introduction and Overview: Prevention Services--From Optimistic Promise to Widespread, Effective Practice.
PUB DATE- 97
NOTE- 28p.; In: Establishing Preventive Services. Healthy Children 2010. Issues in Children's and Families' Lives, Vol. 9; see PS 026 124.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Child Development; *Child Health; Child Welfare; Childhood Needs; Children; Community Programs; *Delivery Systems; Early Intervention; Elementary Secondary Education; Health Education; Health Promotion; Health Services; Integrated Services; Mental Health Programs; Physical Health; Preschool Education; *Prevention; *Preventive Medicine; Public Health; School Health Services; Well Being
IDENTIFIERS- *Healthy Children 2010; Healthy People 2000; Preventive Education; *Service Delivery Assessment; Service Quality

This opening chapter provides an overview of the book, "Healthy Children 2010: Establishing Preventive Services." The article describes the purpose of the work, which is to provide strategies to establish and successfully implement effective prevention services in key socializing settings that powerfully affect the growth an development of children. As a whole, the work emphasizes developmentally and contextually appropriate prevention service delivery models, and identifies state-of-the-art, empirically based strategies to strengthen the environments in which children develop. The article then describes the work's subsequent chapters: chapters 2 to 6 review ways to strengthen the family, child care systems, early childhood education, school-based mental health service delivery and primary prevention approaches, community-based mental health programming, and school-based health services.

Television Viewing
IDENTIFIERS- *Caring

Developed by a third-grade teacher in a Bronx, New York, Catholic elementary school, "Dare to Care" is a school program that teaches elementary school children to develop a caring attitude toward themselves, others, and their environment. This paper describes the elements and institution of the Dare to Care program. Factors contributing to the child's sense of empathy, include: family influences, the role of television, and their community environment. The main components of the program are considered, including: (1) the importance of parent involvement; (2) a writing program in which children keep a caring journal; (3) conflict resolution role playing, in which the students are given the freedom to discuss inappropriate and appropriate outcomes of conflicts; (4) games and activities; (5) children's literature to which the children can relate their own experience; and (6) parent evaluations, in which parents give feedback concerning the success of the program. (Contains 46 references.) (JPB)

ED 415 976 PS 026 159

Hines, Dorothy
The Acculturation of Jamaican Children in the American Educational System.
PUB DATE- 97
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Acculturation; Cultural Background; Cultural Context; *Cultural Differences; Educational Environment; Elementary School Students; Elementary Secondary Education; Ethnic Groups; Foreign Countries; *Immigrants; Secondary School Students; *Student Adjustment; Student Attitudes; Teacher Attitudes; Teacher Role; Teacher Student Relationship
IDENTIFIERS- Jamaica

Noting that in recent years there has been an increase in the number of West Indian immigrants to the United States, this paper discusses factors affecting the acculturation of Jamaican immigrant children in the American educational system, highlighting factors relating to poor performance of these immigrant children. The paper first provides an overview of the Jamaican educational system and reports data on the immigration of Jamaican families; the cultural background of the West Indies is also explored. The paper next compares the educational environment of schools in New York City and those in Jamaica, and discusses the culture shock Jamaican students experience in U.S. schools. The paper then describes a survey of ten teachers and several young adults who migrated from Jamaica to the United States as young children and are now successful in their chosen field. Subjects were surveyed about how they view the transition between cultures and what recommendations they would make. Survey respondents described how Jamaican students interact with teachers, compared these students with American peers, and considered difficulties in adjustment of Jamaican children. The paper concludes by noting that not enough is being done to address the needs of English-speaking Caribbean students and that transition services for both students and their parents would be beneficial. (JPB)

ED 415 977 PS 026 160

Pappas, Roseann

Findings indicate that in both age samples there is considerable variability in the influence of family strength measures, and no significant difference in results across gender, racial/ethnic, or structural family lines. While it appears that children in families with higher family strength levels have fewer behavioral problems, the degree of statistical significance is modest among the younger children and lower among the older ones. Results, however, do point to a positive correlation between family strengths and fewer behavioral problems, especially when mother-partner measures are involved. Results suggest that additional studies are merited. (Two appendices list child outcomes and family well-being indicators; 28 tables graph family strength data. Contains 13 references.) (JC)

ED 415 995 PS 026 180

Zill, Nicholas, Ed.; Daily, Margaret, Ed.
Researching the Family: A Guide to Survey and Statistical Data on U.S. Families.
SPONS. AGENCY- Department of Health and Human Services, Washington, DC.
PUB DATE- 93
NOTE- 487p.; Ten "Contributive Authors" are listed without being credited for any specific material: Connie Blumenthal; Brett Brown; Mary Jo Coiro; Margaret Daly, Kristin A. Moore; Donna Ruane Morrison; Christine Winquist Nord; Nancy O. Snyder; Barbara Sugland; Nicholas Zill.
LANGUAGE- English
EDRS Price- MF02/PC20 Plus Postage.
PUB TYPE- Books (010),Reference Materials - Directories/Catalogs (132),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Child Development; Crime; *Databases; Demography; Education; Employment Patterns; *Family (Sociological Unit); Health; *National Surveys; Population Trends; Poverty; *Research Tools; Sociocultural Patterns; Statistical Surveys; Substance Abuse; Trend Analysis

This guide catalogs and describes over 60 major survey and statistical databases containing useful information about the characteristics, experiences, and behavior of U.S. families and is designed to assist researchers in locating suitable databases. The surveys described deal with substantive issues, including health, education, employment and unemployment, poverty, crime, family formation and dissolution, child development, and substance abuse. Most surveys were federally funded and nearly all were based on large national data collections using true probability samples. For each survey or statistical program, material is presented on the purpose of the effort, the sponsoring agency, and the design of the study, including sample size, how often the survey has been conducted, and completion rate. The content of the survey instrument or data collection form is summarized by listing topics covered. Gaps and biases in the data are identified for each study. The guide lists articles that have made use of major data sets, and gives contact information for persons who can provide additional information on each database. Also included for each study are checklists showing what the survey or data collection form provides in the way of descriptive material about the families covered in the sample, including family-level characteristics, adult family member characteristics, and child characteristics. The guide's introduction describes a family-based approach to social policy, suggests uses for the databases, discusses advantages and drawbacks of using existing databases for research, and suggests improvements in survey involves authentic performance (writing, for example, should be a means of saying something an individual wants or needs to say to some audience, not a school exercise); that a certain amount of curriculum should arise from a continuous reconstruction of experience generated by the ongoing activities of children; that capitalizing on individual differences is important; and that collective learning is powerful. Following an introduction, the book's chapters are: (1) "Jeanette's Classroom: An Action Report by a Frequent Visitor"; (2) "Learning to 'Talk' in a New Language: Children's Inventions as a Stimulus to Writing"; (3) "A Lot on Their Minds: A Closer Look at the Work of the Children"; (4) "The Larger Picture: We Talk with Jeanette about Children, Learning, and Teaching"; (5) "Reflections and Epilogue." (Contains 32 annotated references.) (EV)

ED 416 012 PS 026 222

Levin, Diane E.
Remote Control Childhood? Combating the Hazards of Media Culture.
PUB DATE- 98
NOTE- 190p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Child Advocacy; Child Development; Child Welfare; Childrens Television; *Classroom Techniques; *Community Involvement; Elementary Secondary Education; Mass Media; *Mass Media Effects; News Media; Parent Child Relationship; *Parent Responsibility; Parent Teacher Cooperation; Play; Popular Culture; Programming (Broadcast); School Community Relationship; Television Research; Television Viewing; Toys; Violence
IDENTIFIERS- Media Education; Media Exposure; Media Literacy

Ever since television became a daily staple of U.S. family life, its influence on children has been the subject of study and debate. No aspect of the debate has been more heated than violence in the media. But a growing knowledge base has shifted the focus of the debate from whether media violence contributes to violence in real life to what can be done to deal with and reduce the violence. This book, written for both teachers and parents, aims to inspire creation of a "village" that supports the development of more positive media and media culture for children. The guide is divided into three parts. Part 1 gives background information on media, media violence, and the media culture and how it affects children. Part 2 discusses classroom strategies for working effectively with children on the full range of ways media, media violence, and media culture touch their lives. Part 3 describes strategies for working on media issues outside the classroom, with parents, in schools, and in the wider community. Throughout the book is information detailing the important issues underlying each topic, as well as guidelines to clarify how to address these issues, action ideas for how to begin, and numerous examples illustrating how teachers, parents, and others in the wider community have translated the suggestions into practice in their particular settings. The "Resources" section includes a bibliography, selected videos on media violence and children, selected children's books with annotations, organizations, national TV networks, government officials, and major toy manufacturers and retailers. Appendices present the NAEYC Position Statement on development. Following an introduction, chapter 2 of the review defines the important dimensions of program environments, drawing largely from research on early care and education program quality and from Head Start practices as reflected in the Head Start Performance Standards and performance measures. The five dimensions discussed are (1) classroom dynamics; (2) classroom structure; (3) classroom staff characteristics; (4) administration and support services; (5) parent involvement. Existing measures are also described. Chapter 3 summarizes findings from the 11 studies in which these measures have been used and suggests implications for future research. Chapter 4 presents recommendations for measures to use in future research. Two appendices include a summary of selected studies of Head Start and other early childhood program environments and descriptions of observational instruments. (HTH)

ED 416 031 PS 026 281

Hilton, Jeanne M.; Macari, Daniel P.
A Comparison of the Role of Grandparents in Single-Mother and Single-Father Families.
PUB DATE- 97
NOTE- 13p.; Paper presented at the Annual Conference of the NCFR Fatherhood and Motherhood in a Diverse and Changing World (59th, Arlington, VA, November 7-10, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Children; Comparative Analysis; Divorce; Family Life; *Family Role; Grandchildren; *Grandparents; *One Parent Family; Parent Attitudes; Questionnaires
IDENTIFIERS- Family Activities; *Grandparent Grandchild Relationship; Grandparent Responsibility; Grandparent Role

There is little information available on the roles played by grandparents in the lives of their grandchildren following the divorce or separation of the grandchildren's parents. This study compared the specific activities shared by grandparents and grandchildren in single-mother and single-father families of children in grades 1 through 4. Data on grandparent involvement following divorce or separation were obtained from questionnaires completed by the custodial parents in 30 single-mother and 30 single-father families who were recruited from randomly selected public schools in 2 metropolitan school districts. The impact of the gender of grandparent, kin position, and gender of custodial parent on the amount of contact, type of activities, and overall involvement level were examined. Findings indicated that grandparents were more involved in their grandchildren's lives when they lived close by, had custodial status, were grandmothers, or had a grandchild living with a single father. (Contains 15 references.) (KB)

ED 416 032 PS 026 282

Soy Tu Hijo: Los Primeros Anos Marcan Para Siempre (I Am Your Child: The First Years Last Forever). Videotape .
PUB DATE- 97
NOTE- 0p.; 28-minute VHS video is hosted by Rob Reiner. This videotape is a Spanish-language version of the English-language ED 415 002.
LANGUAGE- Spanish
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-

Conceptualize Outdoor Experiential Learning Methods.
PUB DATE- 96
NOTE- 7p.; In: Spawning New Ideas: A Cycle of Discovery; see RC 021 376.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adventure Education; Camping; Definitions; *Educational Methods; Environmental Education; *Experiential Learning; *Models; *Outdoor Education; Wilderness

Explaining what outdoor experiential education is can be problematic, as a variety of terms are being used to identify a wide range of outdoor experiential learning methods. This paper proposes the metaphoric model of an umbrella to explain the relationships existing among these terms and their respective outdoor experiential learning methods. The shank of the umbrella represents the term outdoor education. From the shank, eight different ribs branch off, representing specific outdoor experiential learning methods. These methods are environmental education, earth education, wilderness education, outdoor adventure pursuits education, challenge education, adventure education, and two left unnamed to indicate the flexibility of the model. The canopy of the umbrella, which joins the ribs together, represents the term experiential education, a process common to all the methods. Finally, the handle represents camping education, a term often used to identify school camping programs. Each of the terms is defined in a manner that explains its position in the model. Contains 17 references. (Author/SV)

ED 416 050 RC 021 379

Bradley, Stephen J.; Langlois, Suzanne
Putting Abuse in the Hot Seat: A Collaborative Approach to Working with Youth.
PUB DATE- 96
NOTE- 7p.; In: Spawning New Ideas: A Cycle of Discovery; see RC 021 376.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Antisocial Behavior; Behavior Change; Consciousness Raising; *Cultural Influences; Group Dynamics; *Intervention; Outdoor Education; Student Empowerment; *Student Reaction; *Verbal Abuse; Youth Programs
IDENTIFIERS- *Discourse; Outward Bound

This paper describes a collaborative approach toward preventing and intervening in abusive behaviors among youth. Outdoor leaders may be caught off guard by abusive behavior during outdoor courses and may be uncertain how to work with groups in which such behavior is the norm. The concept of "dominant discourse" is useful for understanding that certain cultural ideas circulate through society and become a cultural force that influences our thinking and behavior. A current dominant discourse suggests that abusive behaviors are normal among teenagers. During one 14-day Outward Bound course, abusive behaviors became a severe problem. In order to avoid the extreme measure of having to expel students, instructors engaged the students in collaborative dialogues, which took the form of individual interviews during their solo time. Questions educational organizations and taken from physical and environmental science texts. Additional concepts were developed to reflect issues specific to Wisconsin. Concepts within the framework are organized under four themes that are arranged to build upon each other. Concepts within each theme are further organized into subthemes. Major themes include: (1) We Need Energy, which defines energy and describes how energy is transferred and converted from one form to another according to the laws of thermodynamics; (2) Developing Energy Resources, which addresses energy sources and how humans use energy to meet societal wants and needs through technology; (3) Effects of Energy Resource Development, which covers how using energy resources affects human societies and the environment; and (4) Managing Energy Resource Use, which identifies strategies to help resolve many of the issues presented in the third theme. The section on Scope and Sequence provides guidelines for when and to what extent the energy concepts could be integrated into school curricula. This guide also contains a concept map, glossary, a 13-item resources and references list, and an appendix of educational objectives. (PVD)

ED 416 069 SE 061 052

Biomes and Natural Cycles. CD-ROM .
PUB DATE- 96
NOTE- 0p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100)
DESCRIPTORS- *Biology; Climate; Computer Uses in Education; *Earth Science; Ecology; Elementary Secondary Education; Energy; *Environmental Education; Foreign Countries; General Science; Higher Education; *Hypermedia; Multimedia Materials; Science Curriculum; Water Resources

This interactive multimedia software illustrates and explains life on planet Earth through colorful and dynamic representations. Clear explanations and animation elucidate a variety of subjects such as the organization of the ecosphere, the flux of energy, water cycles, climates, and characteristics of regions across the globe. Five animated films with narration, seven world thematic maps with legends, 23 descriptive cards with text and images of biomes and climates, an electronic dictionary, hypertext links, a notepad for creating documents, and the ability to copy text are all included. Users can navigate at will exploring topics of interest through texts, narration, images, photographs, maps, and climate charts. (DDR)

ED 416 070 SE 061 058

Miller-Whitehead, Marie
Tennessee TCAP Science Scale Scores 1990-1997: Implications for Continuous Improvement and Educational Reform.
PUB DATE- 97
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Educational Change; Elementary Secondary Education; Science Curriculum; Science Education; *Scores; *Standardized Tests; Tables (Data); *Test Score Decline
IDENTIFIERS- Tennessee

problem solving, teaching behaviors and attitudes that enhance problem solving, the criteria for good problems, and how to assess problem solving are emphasized in his document. Three types of mathematics problems for each grade level from grade 3 through grade 8 are also presented. (ASK)

ED 416 088 SE 061 136

Hurd, Paul DeHart
Inventing Science Education for the New Millennium. Ways of Knowing in Science Series.
PUB DATE- 97
NOTE- 120p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Curriculum Development; Educational History; *Educational Objectives; *Educational Philosophy; Educational Strategies; Elementary Secondary Education; *Futures (of Society); Government School Relationship; *Science and Society; *Science Education; Social Change; Teacher Education; *Technological Advancement
IDENTIFIERS- *Nature of Science

This book emphasizes the nature and ethos of science, the character of U.S. society and economy, and how people live, work, and communicate. The interaction of several cultural shifts calls for a unifying perspective of science education that is oriented toward helping young people cope with life in the 21st century and that is supportive of a science/technology-based democracy. The problem is presented in Chapter 1, the prologue. Chapter 2 presents two different views of educational reform: (1) ideas proposed by most educators and the public and (2) proposals being formulated by the government. Chapter 3 explores the roots of the science education reform movement. Chapters 4-6 describe changes in the nature of contemporary science/technology. Chapter 7 presents extensive research focusing on understanding today's adolescents along with implications for new curricula. Chapter 8 outlines science teaching for a changing world--the changing concepts of what learning means in terms of knowing, understanding, and the utilization of knowledge. Chapter 9, the epilogue, addresses problems associated with the implementation of new science curricula for the 21st century. Contains well over 300 references. (PVD)

ED 416 089 SE 061 137

Federal Science and Engineering Support to Universities, Colleges, and Nonprofit Institutions: Fiscal Year 1995. Detailed Statistical Tables.
PUB DATE- 97
NOTE- 230p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Engineering; Engineering Education; *Financial Support; Government (Administrative Body); Higher Education; *Research and Development; *Research and Development Centers; Resource Allocation; *Scientific Research; Technology
IDENTIFIERS- National Science Foundation

The National Science Foundation Act of 1950 stipulates that the National Science Foundation (NSF) must maintain a program for determining the total amount of money for scientific and engineering research received from federal agencies by each

"International Economics Issues." All relevant handouts are included in the unit. (EH)

ED 416 110 SO 027 208

Woyach, Robert B.
Preparing for Leadership: A Young Adult's Guide to Leadership Skills in a Global Age.
PUB DATE- 93
NOTE- 220p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Citizenship Responsibility; Community; Elementary Secondary Education; *Global Education; *Leaders; Leaders Guides; *Leadership; *Leadership Qualities; *Leadership Responsibility; Leadership Styles; Leadership Training; Social Responsibility; Social Studies; Young Adults; Youth

This book focuses on skills that will help young adults improve their abilities to meet leadership challenges in any group. The book presents a leadership model that has been field-tested and emphasizes individual skills as the foundation for effective leadership in school and community organizations. Chapters are organized by distinct skills groups to facilitate understanding of the leadership process. The book uses examples of successful leadership principles in action drawn from school clubs, extracurricular activities, teams, and school projects. The fourteen chapters are: (1) "Leaders and Leadership"; (2) "Exercising Leadership in a Global Age"; (3) "Envisioning"; (4) "Consensus-seeking"; (5) "Negotiation"; (6) "Creating Rewards"; (7) "Creating an Image"; (8) "Gaining Legitimacy"; (9) "Advocacy"; (10) "Coalition-building"; (11) "Perspective-taking"; (12) "The Group Context"; (13) "Your Leadership Style"; and (14) "Putting It All Together." Contains a bibliography and an index. (EH)

ED 416 111 SO 027 211

Dhamo, Milika; Gjuraj, Tonin; Myteberi, Fatmira; Sinani, Marjana; Kaltsounis, Theodore
Democratic Citizenship Education in Albania: A Manual for Educators.
SPONS. AGENCY- United States Information Agency, Washington, DC.
PUB DATE- 96
NOTE- 77p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Citizenship; *Citizenship Education; *Comparative Education; Cross Cultural Studies; *Democracy; Democratic Values; Elementary Secondary Education; Foreign Countries; Foundations of Education; International Education; Philosophy; Self Determination
IDENTIFIERS- *Albania

This manual traces the emergence of democracy in Albania from the end of the Communist system in 1990. It deals with the concepts and practices of democratic citizenship education and emphasizes the role of education in developing and sustaining

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Cross Cultural Studies; Cultural Awareness; Cultural Context; *Cultural Interrelationships; *Cultural Pluralism; Culture Contact; Elementary Secondary Education; Ethnic Relations; Ethnicity; Foreign Countries; Global Education; Higher Education; *Multicultural Education; *Social Integration
IDENTIFIERS- Canada; Germany

This reprint describes and discusses aspects of education in racially and ethnically pluralistic societies. The entry examines the ideologies, practices, and consequences of educating young people from heterogeneous cultural backgrounds. The issues of preserving national unity and promoting cultural diversity through education are discussed. Various curriculum practices in some well-known multicultural societies are also examined. Case studies include Germany, Canada, and the United States. (Contains 43 references.) (EH)

ED 416 134 SO 027 918

Welch, Mary A., Ed.
Value-Added--Adding Economic Value in the Food Industry .
PUB DATE- 89
NOTE- 13p.; For other booklets in this series, see SO 027 919-929. Some photographs may not reproduce well. Printed on colored paper.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Agriculture; Business; *Consumer Economics; Economic Development; *Economics; *Food; Instructional Materials; *Natural Resources; Secondary Education; Social Studies; Supply and Demand
IDENTIFIERS- *Value Added

This booklet focuses on the economic concept of "value added" to goods and services. A student activity worksheet illustrates how the steps involved in processing food are examples of the concept of value added. The booklet further links food processing to the idea of value added to the Gross National Product (GNP). Discussion questions, a student activity, and information about businesses and careers are included. (EH)

ED 416 135 SO 027 920

Welch, Mary A., Ed.
International Trade in a Global Environment.
PUB DATE- 90
NOTE- 21p.; For other booklets in this series, see SO 027 918-929. Printed on colored paper. Photographs may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Agriculture; Business; Consumer Economics; Economic Development; *Economics; *Food; Foreign Countries;

NOTE- 24p.; Paper was presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Higher Education; Mass Media Role; *Media Research; Preservice Teacher Education; Secondary Education; *Social Studies; Statistical Analysis; *Teacher Education
IDENTIFIERS- *Media Literacy; Ohio

This study reports on a survey of secondary social studies teacher educators to find out how they define media literacy and what aspects of their definitions they address in their social studies methods classes. Accepted definitions include media literacy as technical understanding and media literacy as critical theory. The questionnaire consisted of brief descriptions of 10 media literacy competencies. Respondents were to indicate which combination of these competencies best defined media literacy for them and which of these competencies were taught in their respective methods classes. The questionnaire was mailed to each of the 47 higher education institutions in Ohio that offered a secondary social studies teacher education program of degrees with certification in secondary social studies. Forty responses indicated considerable overlap between the two definitional categories of media literacy from which the key competencies were drawn. Media literacy as technical understanding was the primary definitional category identified by respondents. (EH)

ED 416 162 SO 028 223

Brosio, Richard
The Complexly Constructed Citizen-Worker: Her/His Centrality to the Struggle for Radical Democratic Politics and Education.
PUB DATE- 96
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Studies Association (Montreal, Canada, November 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Philosophy; Ethnicity; *Foundations of Education; *Identification (Psychology); Racial Identification; Reference Groups; Role Models; World History

This paper examines the role of identity within the radical democratic traditions, specifically the categories known as citizens and worker. The progressive coalition aimed at countering classism, racism, ethnic and gender injustices, homophobia and misogyny must seek an axis around which to organize the diversity of humankind. Retaining the citizen-worker designation as a possible unifying membership that is compatible with current identity politics is suggested. The paper carries the examination of social class into the realm of teacher education and sees the reality of classroom achievement as an indicator of its influence on society. (EH)

ED 416 163 SO 028 224

Bozung, Richard
Simplifying Music, Nurturing Creativity, and Calming Things Down.
PUB DATE- 96

research project. Chapter 2, "The Gender Circus," presents snapshots of gender dynamics that classroom teachers confront. Chapter 3, "Bad Boys and Their Stories," explains how teachers must narrow their focus to understand how some boys gain and maintain power. Chapter 4, "Silence as a Fortress and a Prison," describes work with a silent girl who disrupted her teacher's vision of power in teaching and learning. Chapter 5, "Posing," discusses posing as a way children influence others. Chapter 6, "The Saturday Game," describes a game orchestrated by the bad boys to shape classroom discourse for entertainment. Chapter 7, "Your Mother Squeezes Your Brains Out Your Ears," illustrates boys and girls trying to make authentic contact as friends. Chapter 8, "Sing a Song to Your Friends to Make Them Feel Better," and Chapter 9, "What Does That Mean, the 'N' Word?," consider miscommunication as a source of tension among children, describing how power and gender intertwine with race, culture, status, and belonging. Chapter 10, "Girls in Public," examines different paths girls travel to take control of their identities within the social milieu. Chapter 11, "Dreamin' of How it Could Be," discusses children's actions related to their imagined purposes and aspirations to cross boundaries and have new experiences. (Contains an Afterword, 38 references and an index.) (SM)

ED 416 183 SP 037 751

Jarchow, Elaine, Ed.; Midkiff, Ronald, Ed.; Pickert, Sarah, Ed.
Practical Lessons To Promote a Global Perspective in Elementary Education.
PUB DATE- 98
NOTE- 78p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Computer Assisted Instruction; Consciousness Raising; *Cultural Awareness; Curriculum Development; Elementary Education; Elementary School Teachers; Folk Culture; Foreign Countries; Global Approach; *Global Education; Language Arts; Lesson Plans; Social Studies; Student Attitudes; World Wide Web
IDENTIFIERS- China; Folktales; Ghana; New Zealand; Turkey

This book for elementary school teachers presents a rationale for developing a global perspective, providing sample lesson plans and a curriculum resource guide. Chapter 1, "Promoting a Global Perspective in Elementary Education" (Ronald G. Midkiff), uses stories from one teacher's global experiences to offer a rationale for promoting global perspectives in elementary education. Chapter 2, "Nine Practical Lessons" (Elaine Jarchow), presents nine sample lessons written for elementary teachers that illustrate the kinds of lessons teachers might use to infuse global perspectives into their teaching. These lessons include: "Around the World in 80 Minutes" (Tracy Goetz and Kristen Syrett); "Molly's Pilgrim" (Casondra Brewer); "Suho and the White Horse" (Li Jun); "Chin Yu Min and the Ginger Cat" (Lihua Sun); "Arabian Knights: Three Tales" (Julie Watts); "A Folktale from Ghana" (Benjamin Eshun); "International Children's Day in Turkey" (Semra Erkan and Amie Mitchel Beckett); "The Aymara Indian Family" (John W. Pickering); "Using the Internet for Global Communication" (Hugh Barr); and "Battle Poetry" (Ann Walker Korahais). Chapter 3, "Curriculum Resources for Lesson Plans on Global Education" (Liselle Drake and Sarah Pickert), describes a new project designed to help teachers locate lesson plans on the World Wide Web, offers preconditions of collaborative school district-university efforts to assess and develop leadership skills in future administrators. Representatives of East Carolina University's (ECU) School of Education and local school districts have begun joint efforts to identify future school leaders, assess leadership skills, and provide opportunities for continuous professional development. Strategies include developing assessment centers in participating districts. The centers will use the National Association of Secondary School Principals' (NASSP) Leadership Early Assessment Program (LEAP). ECU and cooperating school systems sponsor training for assessors and mentors. Mentors provide assistance and support with individual development plans, while ECU faculty assess leadership skills of Master's in School Administration (MSA) students. Assessment results, strengths, and potential derailers for each student are used in developing individual programs. Advantages of this effort include (1) increased networking among school district and university personnel, (2) strengthened skills of practicing administrators supervising MSA interns, (3) broadened interactions among participants, and (4) shared costs of training licenses and coordination among collaborating groups. Evaluation of early program efforts suggests the program is developing a shared understanding of leadership skills consistent with standards for school administrators. Four appendixes present the North Carolina Standards Board for Public Administration Performance Domains for Principals; NASSP's LEAP Description of Leadership Skills; Leaders for Eastern North Carolina Schools Collaborative Assessment and Development Efforts; and LEAP 1997 results. (Contains 20 references.) (SM)

ED 416 200 SP 037 771

Bradshaw, Lynn K.; Perreault, George; McDowelle, James O.; Bell, Edwin W.
Evaluating the Results of Innovative Practices in Educational Leadership Programs.
PUB DATE- 97
NOTE- 21p.; Paper presented at the Southern Regional Council on Educational Administration (Charleston, SC, November 9-11, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrators; Elementary Secondary Education; Fellowships; Graduate Study; Higher Education; Leadership Qualities; *Leadership Training; Mentors; Portfolios (Background Materials); *Principals; Public Schools; School Administration; Sensitivity Training; Simulation; Skill Development
IDENTIFIERS- *Administrator Certification; Administrator Competencies; North Carolina

North Carolina's legislature mandated changes in principal preparation programs and funded a program for Principal Fellows to receive loans for a full-time, 2-year program toward initial administrator licensure. This paper examines data from three innovative components in one university's program under that mandate: extended internships, simulation, and leadership portfolios. Data from the full-time extended internship indicated that Principal Fellows were very satisfied with the experience they gained and were better prepared for entry-level administrative positions than their part-time counterparts.

Disadvantaged; Elementary Secondary Education; *Federal Aid; Federal Legislation; Feedback; *Itinerant Teachers; Library Materials; Low Income Groups; Private Schools; Program Evaluation; Public Schools; *Summer Schools; *Supplementary Education; Volunteers
IDENTIFIERS- *Austin Independent School District TX; *Elementary Secondary Education Act Title VI

Title VI provides federal funds to states under the Elementary and Secondary Education Act of 1965 to contribute to the improvement of elementary and secondary education programs in public and private schools. A school district may use Title VI funds to supplement, but not supplant, local funds to expand existing programs or add new programs. Title VI funds are earned based on the school-age population, considering both total enrollment and numbers of students identified as low-income based on free or reduced-price lunch counts. In 1996-97, the Austin Independent School District (AISD) in Texas had an allocation of $367,227 in addition to about $32,000 rolled forward from the previous school year. This report describes programs funded by Title VI in the AISD. Title VI funds supported a half-time Coordinator of Volunteers to provide support for campus recruitment, retention, and recognition of community volunteers. Title VI funds also provided library resources for public schools and a number of services, especially teacher evaluation funds, for private schools. The AISD spent Title VI funds on two visiting teachers who provided services to 693 at-risk students, including attending discipline hearings. The largest portion of Title VI funds was allocated to Reading Recovery programs in the district's elementary schools. Title VI funds were also used to provide tuition for 13 eighth and ninth graders to attend summer school. (Contains one table and four references.) (SLD)

ED 416 218   TM 028 070

Washington, Wanda
Optional Extended Year Program. Feedback.
PUB DATE- 98
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Educational Improvement; Educationally Disadvantaged; Elementary Secondary Education; *Extended School Year; *Federal Aid; Federal Legislation; Feedback; Low Income Groups; Mathematics; Private Schools; Program Evaluation; Public Schools; Reading; School Holding Power; *Summer Schools; *Supplementary Education; Time Factors (Learning); Year Round Schools
IDENTIFIERS- *Austin Independent School District TX; Texas Assessment of Academic Skills

The Texas legislature and the State Board of Education, recognizing the need for an alternative to student retention, established the Retention Reduction Pilot Program to provide additional days of instruction for students in first grade who would otherwise have been retained. The Optional Extended Year Program (OEYP) was initiated to expand provisions for an optional extended year to students in kindergarten through grade 8. Since the Austin Independent School District (AISD) had participated in the pilot program, they were eligible for OEYP funding. This report describes and evaluates services through the OEYP program in the 1995-96 and 1996-97 school years. Funding was merged for the 2 years because districts received the initial allocation late in the 1995-96 school

Evaluative/Feasibility (142)
DESCRIPTORS- *Data Collection; *Databases; Discipline; Early Childhood Education; Elementary School Students; *Interviews; Parents; Preschool Children; *Research Design; Research Methodology; School Readiness; School Safety; *Surveys; Tables (Data)
IDENTIFIERS- *Monitoring; *National Household Education Survey

The National Household Education Survey (NHES) is a data collection system of the National Center for Education Statistics that collects and publishes data on the condition of education in the United States. It is a telephone survey of the noninstitutionalized population of the country, and it focuses on issues that are best studied through contacting households rather than institutions. The primary purpose of the NHES is to conduct repeated measures of the same phenomena at different points in time. Full-scale implementations of the NHES have been conducted in 1991, 1993, 1995, and 1996. This paper presents information on the NHES:93 survey design, data collection procedures, monitoring of interviews, interview administration time, and data editing. The 1993 NHES addressed readiness for school and safety and discipline in school. The School Readiness component covered a number of experiences of preschool children that have a bearing on readiness to start school. This survey used interviews with parents to sample 10,888 children aged 3 through 7, or in second grade and below. The School Safety and Discipline component focused on school environment, school safety, school discipline policy, and alcohol and other drug use and education. For this component, parents of 12,680 children in grades 3 through 12. The following sections are included: (1) "Overview of the National Household Education Survey"; (2) "Monitoring Interviews in the NHES:93"; (3) "Survey Administration Time for the NHES:93"; and (4) "NHES:93 Data Editing." Three appendixes contain a monitoring form, 22 graphs of monitoring results, and a database design diagram. (Contains 3 figures, 12 tables, and 17 references.) (SLD)

ED 416 235 TM 028 115

Brick, J. Michael; Tubbs, Ellen; Collins, Mary A.; Nolin, Mary Jo
Unit and Item Response, Weighting, and Imputation Procedures in the 1993 National Household Education Survey (NHES:93). Working Paper Series.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 97
NOTE- 68p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Data Collection; Discipline; Elementary Secondary Education; Estimation (Mathematics); *Interviews; *Research Methodology; Response Rates (Questionnaires); *Responses; School Readiness; School Safety; *Surveys; Tables (Data)
IDENTIFIERS- *Imputation; Missing Data; *National Household Education Survey; Weighting (Statistical)

The National Household Education Survey (NHES) is a data collection system of the National Center for Education Statistics. It focuses on educational issues that are best addressed by contacting individual households rather than institutions. The primary purpose of the NHES is to conduct repeated measurements of the same phenomena at different points in time. In 1991, the NHES collected information about the

Statistics for Policymakers or Everything You Wanted To Know about Statistics but Thought You Could Never Understand. Working Papers Series.
PUB DATE- 97
NOTE- 114p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070),Numerical/Quantitative Data (110)
DESCRIPTORS- Correlation; *Educational Policy; Educational Research; Mathematical Models; *Policy Formation; *Regression (Statistics); *Statistical Analysis; Statistical Inference; Statistical Significance; *Statistics

This working paper contains the overheads used in a seminar designed to introduce some basic concepts of statistics to nonstatisticians. The seminar has been presented on several occasions. The first part of the seminar, and the first set of overheads, deals with the essentials of statistics, including: (1) population, sample, and inference; (2) standard errors and confidence intervals; (3) statistical significance; (4) correlation and linear regression; and (5) graphics. The second part of the seminar, and the second group of overheads, concerns basic principles of research design and analysis, including operationalizing terms, types of bias, confounding, and aspects of validity and reliability. (Contains 91 overheads.) (SLD)

ED 416 252 TM 028 132

Isaacs, Julia B.; Garet, Michael S.; Sherman, Joel D.
Collection of Private School Finance Data: Development of a Questionnaire.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 97
NOTE- 64p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Budgets; *Data Collection; *Educational Finance; Elementary Secondary Education; Focus Groups; Pilot Projects; Policy Formation; *Private Schools; *Questionnaires; *Surveys
IDENTIFIERS- Schools and Staffing Survey (NCES)

Data on private school finance are not available to inform educational policy discussions about private education. Because of interest in private school finances, the National Center for Education Statistics (NCES) contracted with the Pelavin Research Center of the American Institutes for Research to explore the feasibility of collecting data through a new instrument developed with the assistance of private school administrators and association representatives. Development efforts began with focus group interviews with 28 private school administrators regarding budgets and accounting practices. Three preliminary versions were developed, one of which was preferred by private school association members at a meeting convened by the NCES. After refinement by a technical work group, the developed questionnaire was sent to eight schools for an initial pilot test and nine more for a second test. Fourteen schools responded, and specific suggestions by their administrators resulted in modifications to the survey, members until their retirements; recruit new faculty and administrators who are committed to innovation; establish reward systems that value innovation; provide open and flexible organizational structures; affiliate with a consortium or other institutions; recruit faculty with experience at other innovative campuses; and keep the student-to-faculty ratios small. (Contains 68 references.) (SW)

ED 415 811 HE 030 962

Bock, Marianne T.
The Measure of Professorial Productivity: Using Student Learning Outcomes Criteria. ASHE Annual Meeting Paper.
PUB DATE- 97
NOTE- 31p.; Paper presented at Annual Meeting of the Association for the Study of Higher Education (22nd, Albuquerque, NM, November 6-9, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; College Faculty; *College Outcomes Assessment; *Evaluation Criteria; *Faculty Evaluation; Higher Education; Instructional Effectiveness; Noninstructional Responsibility; *Productivity; Research; Scholarship; *Student Evaluation; Student Improvement; *Teacher Effectiveness; Teacher Role
IDENTIFIERS- *ASHE Annual Meeting

This paper considers the viability and applicability of student learning outcomes used as a measure of professorial productivity. While student learning outcomes need to be assessed in order to evaluate faculty productivity, examination of student learning as a concept reveals the difficulty of finding consensus on how to define it. The issue is further complicated by the challenge of how to best educate a diverse student body, as well as by factors that affect the campus environment, such as alcohol abuse, violence, racism, and sexism. Another variable affecting learning outcomes is students' willingness to take responsibility for their own learning. And while faculty involvement in research and writing stimulates classroom intellectual climate, students learn as a result of all types of faculty activity--advising, new teaching technologies, or faculty involvement in campus concerns, and it is difficult to evaluate faculty on the basis of all these components. The paper concludes that appropriate assessment methods are needed, and that student learning outcomes should not be the only basis upon which colleges base faculty rank, tenure, or promotion. Student learning outcomes need to be institution-specific, and internal assessment mechanisms must be established to measure them. (Contains 27 references.) (SW)

ED 415 812 HE 030 963

Wallace, Dawn; Abel, Ronald
Clearing a Path for Success: Deconstructing Borders in Higher Education through Undergraduate Mentoring. ASHE Annual Meeting Paper.
PUB DATE- 97
NOTE- 22p.; Paper presented at Annual Meeting of the Association for the Study of Higher Education (22nd, Albuquerque, NM, November 6-9, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches,

frequency of attending cultural events. The data, which include 4 tables and 10 figures, suggest that students from working class and lower income families, minorities, and those who are the first in the family to attend college are less uncertain than their upper middle class peers about the value of a college education. Additional findings and policy implications are considered. (Contains 20 references and 18 endnotes.) (SW)

ED 415 828 HE 030 979

Pike, Gary R.
The Effects of Residential Learning Communities on Students' Educational Experiences and Learning Outcomes during the First Year of College. ASHE Annual Meeting Paper.
PUB DATE- 97
NOTE- 28p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (22nd, Albuquerque, NM, November 6-9, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Environment; *College Freshmen; College Housing; Dormitories; Extracurricular Activities; General Education; Higher Education; Intellectual Development; *Learning Experience; *On Campus Students; Outcomes of Education; Peer Relationship; Student Organizations; *Student Participation; Teacher Student Relationship
IDENTIFIERS- *ASHE Annual Meeting; College Student Experiences Questionnaire; *Learning Communities; University of Missouri Columbia

This study investigated the effects of different types of learning communities in residence halls on the learning and intellectual development of first-year students at the University of Missouri (Columbia). Information sources included existing campus data and responses to the College Student Experiences Questionnaire. Compared to 469 students living in traditional residence halls, the 157 students living in learning communities within the university had significantly higher levels of involvement and interaction with significant others (faculty and peers), greater integration of information obtained in and outside of class, and greater gains in general education, which were attributed to higher levels of involvement in art, music, and theater, interactions with peers, and increased intellectual content of interactions. Learning communities tended to have direct positive effects on day-to-day behavioral aspects of students' college experiences and indirect effects on the integration of information and student learning. Higher levels of integration of course information for students in residential learning communities resulted largely from the positive effects of learning communities on involvement in clubs and organizations, involvement in residence halls, interaction with faculty and peers, and the intellectual content of interactions. (Contains 25 references.) (SW)

ED 415 829 IR 018 670

Who Donates to Public Broadcasting? Profiles of Donors from the Monitor Survey. CPB Research Notes, No. 102.
PUB DATE- 97
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

Site Educational Technology Plan.
PUB DATE- 97
NOTE- 76p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrator Role; *Catholic Schools; Committees; *Educational Planning; *Educational Technology; Elementary Secondary Education; Futures (of Society); Information Technology; Models; Principals
IDENTIFIERS- California (San Jose); Roman Catholic Church; Technology Integration; *Technology Plans

This workbook documents the implementation of a technology plan for the 34 Catholic schools in the Diocese of San Jose (California) during 1994-97. Chapter 1 summarizes the following six steps in the technology planning process: (1) determining the current status and gathering information; (2) getting organized; (3) establishing direction and writing goals; (4) building the plan with strategies; (5) making the plan a reality; and (6) evaluating and adjusting the plan. The Diocese of San Jose's Masterplan is presented in the next chapter, including mission statement, goals and strategies recommended by the planning committees, and charts identifying the groups (i.e., Department of Education of the Diocese, principals, teachers, and technology taskforce) responsible for completing these strategies. Chapter 3 reports the work done by the taskforce for each of the goals and strategies. Several items developed by the planning committees are contained in this chapter, including a technology planning guide, a hardware evaluation form, a list of resources for teachers, minimum technology standards for hardware, Internet access options, teacher competency goals, student competencies by grade level, technology rules and code of ethics, and a technology use agreement. Chapter 4 describes the principals' role in the planning process. The advantages of diocesan-wide planning are considered in Chapter 5. Two appendices list the goals and strategies directed toward the Department of Education and teachers. (MES)

ED 415 847 IR 018 704

Brennan, Jim
Point to the Future: A Principal's Technology Planning Guide.
PUB DATE- 97
NOTE- 87p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Administrator Role; Catholic Schools; Committees; Computer Software; *Educational Planning; *Educational Technology; Elementary Secondary Education; Financial Support; Futures (of Society); Information Technology; Needs Assessment; Principals; Staff Development; Telecommunications; Worksheets
IDENTIFIERS- Technology Integration; *Technology Plans

This planning guide describes step-by-step procedures to assist school principals in integrating technology into the curriculum. It contains the following sections: (1) "Technology in the Catholic School"; (2) "Leadership and Decision Making";

intra campus delivery. This paper discusses the findings of these studies, and presents recommendations and new procedures adopted by the study task force. Two recent user surveys have shown that there is a high level of satisfaction with the services provided by the HCC Library and Learning Resource Center. When examined by year of publication, the utilization studies show that older materials in the collections are heavily used. Data by year of publication and subject demonstrate that the HCC collections have a high proportion of materials with publication dates of more than 20 years old. Results of the studies indicate a need to increase the number and quality of current materials available for HCC students and faculty. The studies form a baseline and should be used to design further studies which will probe more specifically into user needs. With the changes that technological advances and the availability of electronic resources are bringing to information provision, greater awareness and cooperation with other libraries in the state are becoming a necessity. (SWC)

ED 415 865 IR 056 833

Alabama Public Library Service Library Directory and 1996 Statistical Report.
PUB DATE- 96
NOTE- 173p.; For the 1996 Alabama Public Library Service Annual Report, see IR 056 834.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reference Materials - Directories/Catalogs (132),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; Directories; Library Circulation; Library Expenditures; Library Funding; *Library Materials; Library Networks; Library Personnel; *Library Services; *Library Statistics; *Public Libraries; State Agencies; Tables (Data)
IDENTIFIERS- *Alabama

This publication presents library contact information and statistics for Alabama public libraries for fiscal year 1996 (October 1, 1995-September 30, 1996). The library directory is arranged by type of library: public libraries, single-county public library systems, multi-county public library systems, and multitype library systems. Entries include library name, address, phone and fax number, e-mail address, opening hours, names of librarian and Board Chair, and membership in a library system. A cross reference list of library name and librarians is also provided. Individual library statistics include data on service outlets, staff, and hours; print and nonprint resources; income; income percentages; expenditures--salaries and materials; other expenditures; service--circulation; and service--reference and programs. The library rankings section ranks public libraries according to population by staff, total volumes, total circulation, total income, total expenditures, local per capita, and total per capita. (SWC)

ED 415 866 IR 056 834

Alabama Public Library Service 1996 Annual Report.
PUB DATE- 96
NOTE- 9p.; For the 1996 Alabama Public Library Service Library Directory and 1996 Statistical Report, see IR 056 833.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

materials; letters regarding additional funding; cooperative efforts with other libraries and literacy programs; survey of adult basic education/ESL staff and teachers; adult learner services; and director's job description. (SWC)

ED 415 883 IR 056 853

Morris, Karen L.; Porter, Connie
Jefferson-Madison Regional Library, Final Performance Report for Library Services and Construction Act (LSCA) Title VI, Library Literacy Program.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC. Office of Library Programs.
PUB DATE- 93
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Adult Learning; *Adult Literacy; Computer Assisted Instruction; Cooperative Programs; Federal Programs; Grants; Homeless People; Learning Disabilities; Library Collection Development; Library Facilities; Library Role; *Library Services; *Literacy Education; Public Libraries; Publicity; Resource Materials; Student Recruitment; *Tutoring; Tutors; User Needs (Information); Volunteers; Workplace Literacy
IDENTIFIERS- Library Services and Construction Act; Tutor Training; Virginia (Charlottesville)

The Jefferson-Madison Regional Library (Charlottesville, Virginia) conducted a project that involved training, basic literacy, collection development, tutoring, and computer assisted programs. The project served a population of 100,000-200,000, and targeted the homeless, workforce/workplace learning, and adult non- and new-readers. Tutoring was done one-on-one, using the Literacy Volunteers of America (LVA) method. The report provides a comparison of actual accomplishments to goals and objectives set forth in the grant application; comparison between proposed and actual expenditures; specific details of activities undertaken; the role the library played in the accomplishment of the goals and objectives; agencies and organizations that assisted in the project; and the impact of the federal project on the ongoing program of the library. The library provided books and other materials for new adult readers, meeting room space for tutoring and tutor workshops, sites at library branches for the literacy-computer training workstations, library skills expertise, personnel to manage the grant and to work in conjunction with a literacy organization in implementing the adult literacy services. Appendices include: tutor contact form; quarterly reports based on tutor contacts; volunteer support summary; annual LVA reports--volunteer and learner information; student/tutor profiles; volunteer survey; student survey and responses; student newsletter; press release on student William Gray; bookmobile schedule/newsletter insert; "Keywords" newsletter; program card and brochure; list of new books; and literacy program locations. (SWC)

ED 415 884 IR 056 854

Gibson, Lynda
Wakulla County Public Library, Final Performance Report for Library Services and Construction Act (LSCA) Title VI, Library Literacy Program.
SPONS. AGENCY- Office of Educational Research and Improvement

disabled, migrant workers, intergenerational/families, and ESL learners. Tutoring was done one-on-one. The project served 49 adult learners, and provided them with three hours per week of direct tutoring service. The report provides a comparison of actual accomplishments to goals and objectives set forth in the grant application; a comparison between proposed and actual expenditures; specific details of activities undertaken; the role the library played in the accomplishment of the goals and objectives; agencies and organizations that assisted in the project; and the impact of the federal project on the ongoing program of the library. Includes program brochures, a monthly tutoring and attendance calendar, and library newsletters for spring, fall, and winter 1993. (SWC)

ED 415 901 IR 056 872

Cochran, Stephen
Knox County Public Library, Final Performance Report for Library Services and Construction Act (LSCA) Title VI, Library Literacy Program.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC. Office of Library Programs.
PUB DATE- 93
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Learning; *Adult Literacy; Adult Students; Computer Assisted Instruction; Educational Cooperation; Educational Technology; Federal Programs; Grants; Library Collection Development; Library Role; Library Services; *Literacy Education; Public Libraries; Publicity; Rural Areas; Tutoring; Tutors; User Needs (Information); Volunteer Training; Volunteers
IDENTIFIERS- Library Services and Construction Act; Tutor Training

This final performance report provides project outcome information and data to the U.S. Department of Education for the federally-funded Library Literacy Program. The Knox County Literacy Program, Inc., a project of the Knox County Public Library (Vincennes, Indiana), involved recruitment, coalition building, public awareness, training, rural oriented, basic literacy, collection development, tutoring, computer assisted, and other technology programs. The program served a community of 25,000-50,000 people, and was open to anyone who requested assistance. Tutoring was done one-on-one and in small groups, using the Laubach, Literacy Volunteers of America (LVA), and Discover Intensive Phonics methods. The program served 60 adult learners, and provided 1,239 hours of direct tutoring. The report describes activities from October 1992-September 1993 and provides: a comparison of actual accomplishments to goals and objectives set forth in the grant application; a comparison between proposed and actual expenditures; specific details of activities undertaken; the role the library played in the accomplishment of the goals and objectives; agencies and organizations that assisted in the project; and the impact of the federal project on the ongoing program of the library. Appendices include an explanation of the use of unspent grant money; tutoring sites; tutor and learner report including tutor hours by month; newspaper articles and publicity; and a program brochure. (SWC)

ED 415 902 IR 056 873

introduction and three chapters: (1) Services; (2) Collections and Expenditures; and (3) Staff. Appendices include: the 1994 Federal Libraries and Information Centers Survey; technical notes--survey, data collection, and statistical procedures; and tables of standard errors and response rates. (SWC)

ED 415 919 JC 980 052

Shankar, Kalpana
Internet Resources for Community College Practitioners. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Access to Information; *Community Colleges; *Computer Mediated Communication; Computer Networks; Database Producers; *Databases; *Educational Resources; Electronic Publishing; *Information Sources; Information Systems; Information Technology; *Internet; Online Systems; Resource Materials; Two Year Colleges
IDENTIFIERS- ERIC Digests

Internet resources provide a library of information to community college practitioners. Guides to these online resources include Yahoo!, Alta Vista, and Hotbot. Community college Internet sites, valuable research tools, are available for the American Association of Community Colleges, the League for Innovation in the Community College, the National Center for Technology Planning, the National Center for Higher Education Management Systems, Community College Press, the Community College Web, Education Virtual Library, and the ERIC Clearinghouse for Community Colleges. Reference resources include Florida Tech Education Gopher, Libraries of Purdue University, and the Internet Public Library. Governmental information is provided by the U.S. Department of Education, the Library of Congress, THOMAS, and the U.S. Census Bureau. Library Catalogues can be found at the home institution's library web page, The Book Wire Index, and the Library of Congress. Systems operators can be contacted for access to usenet newsgroups. Listservs, or distribution centers for e-mail messages, can be obtained from the ERIC Clearinghouse for Community Colleges. Technical Assistance is provided by AskERIC and the Online Writing Lab at Purdue University. (YKH)

ED 415 920 JC 980 081

Clagett, Craig A.
Technology Defined.
PUB DATE- 98
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- Budgeting; *College Governing Councils; *Community Colleges; Computer Literacy; *Computer Uses in Education; Definitions; Educational Finance; Educational Objectives; Educational Planning; Educational Strategies; *Educational Technology; Glossaries; Mission Statements; Organizational Objectives; *Scientific and Technical Information; Strategic

Lieutenant Governor Gray Davis announced in February 1998 his intention to continue lowering fees, provide better teacher compensation, and strengthen relations between community colleges and the private sector. Davis intends to diminish student financial barriers to college by lowering or freezing tuition; in 1997 he sponsored the College Affordability Act, which cut per-unit costs from $13 to $12. He also plans to increase the number of full-time instructors and improve benefits for existing part-time teachers to promote a stable faculty capable of providing quality education. Finally, Davis will continue establishing relations between the business sector and community colleges, increasing placement opportunities for students entering the job market. Once funded, Davis' plan will improve, especially financially, the California community college system, which receives less government support than any other college system in the nation. (YKH)

ED 415 940 JC 980 103

DeMarois, Philip
Function as a Core Concept in Developmental Mathematics: A Research Report.
PUB DATE- 97
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Algebra; College Mathematics; Community Colleges; Computer Uses in Education; Concept Formation; Concept Teaching; Course Evaluation; *Developmental Studies Programs; Educational Assessment; *Functions (Mathematics); *High Risk Students; Mathematical Aptitude; *Mathematical Concepts; Outcomes of Education; Remedial Mathematics; Student Characteristics; Two Year College Students; Two Year Colleges

Due to the large number of students requiring developmental college math courses, a study was conducted to determine if a beginning algebra course focusing on function and integrating technology as a tool to explore mathematics would aid students with previously debilitating experiences in math. The study evaluated 92 students enrolled in "pilot" sections of beginning algebra at 4 community colleges. Some students participated in interviews, and all completed written function surveys at the beginning and end of the course. Students' proficiency levels were measured for colloquial, symbolic, numeric, geometric, written, and notation facets for functions. Data analysis concluded that: the function concept is accessible to the developmental student; function machines are a reasonable entry point; students remained weak on the geometric facet; function notation was interpreted inconsistently; use of prototypes with the symbolic facet was common; constant functions caused confusion; requirement for exactly one output was applied inconsistently; it was very difficult to neutralize the effects of prior learning; and connecting facets proved difficult. Curriculum reforms should include more attention to the geometric facet and integration of facets, discussion of function as an object, a focus on best uses of each facet, and no graphing calculators. (YKH)

ED 415 941 JC 980 104

Planning Resource Guide.
PUB DATE- 97
NOTE- 106p.

These chapters point out that programs with strong conceptualization, design, and implementation have potential to enhance children's social, emotional, and physical wellness, thereby reducing the incidence of problems across multiple domains. Chapter 7 focuses on the importance of theory-guided evaluation to clarify the process of program implementation, the extent of program outcomes, and the factors that enhance or diminish program effects. Chapters 8 and 9 emphasize the quality of program implementation as a critical mediator of potential program impact and highlight strategies to disseminate programs broadly while maintaining their efficacy. (SD)

ED 415 959 PS 026 126

Zigler, Edward F.; Finn-Stevenson, Matia
Policy Efforts To Enhance Child and Family Life: Goals for 2010.
PUB DATE- 97
NOTE- 36p.; In: Establishing Preventive Services. Healthy Children 2010. Issues in Children's and Families' Lives, Vol. 9; see PS 026 124.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Child Development; Child Health; Child Welfare; Childhood Needs; Day Care; Divorce; Elementary Secondary Education; *Family Life; Health Promotion; Poverty; Preschool Education; *Public Policy; *Research Utilization; *Theory Practice Relationship; Use Studies; *Well Being
IDENTIFIERS- Family Support; *Healthy Children 2010; Healthy People 2000

The importance of integrating developmental research and social policy is becoming increasingly evident as researchers focus on ways to address the needs of children and families. This article discusses these developments, focusing not only on the possibilities but also on the challenges inherent in bridging the disparate worlds of research and social policy. It is noted that many researchers are monitoring the well-being of children and directing their work toward the understanding of how social problems contribute to mental dysfunction, including fragmentation of the family and poverty. The chapter then focuses on studies and policy responses to two societal changes that have had a profound effect on family life: maternal employment and divorce. The School of the 21st Century program is described as an example of the integration of research and the policy process. Several examples of the opportunities that now exist for researchers and service providers are noted to contribute to the development of programs and policies for children and families. In conclusion, the effectiveness of researchers and service providers is dependent on a thorough knowledge of the developmental research as well as familiarity with and understanding of the social policy process. Their ability to work with policymakers is also critical. Contains over 100 references. (SD)

ED 415 960 PS 026 127

Kagan, Sharon L.; Neuman, Michelle J.
Defining and Implementing School Readiness: Challenges for Families, Early Care and Education, and Schools.
PUB DATE- 97
NOTE- 38p.; In: Establishing Preventive Services. Healthy Children 2010. Issues in Children's and Families' Lives, Vol. 9; see PS 026 124.

Aggression: Using Children's Stories with Conflict Themes To Help Four-Year-Olds Deal with Aggressive Behaviors in the Classroom.
PUB DATE- 97
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Aggression; Behavior Development; *Childrens Literature; Classroom Communication; Classroom Environment; *Classroom Techniques; Conflict Resolution; Instructional Materials; Interpersonal Competence; *Preschool Children; Preschool Education; *Prosocial Behavior

There are many behaviors that young children must deal with, one of these being aggression. One strategy teachers can use to help children deal with aggressive behavior is reading children's stories with conflict themes. Stories encourage children's participation and discussion, enabling them to better communicate their often confusing emotions. Research strongly suggests that aggression is environmentally transmitted. In regards to the four-year-old, aggression is normal, healthy behavior that arises as a need to define "self" in relation to others. Contains a bibliography of 15 recommended children's books with conflict themes and 12 references. (Author)

ED 415 978 PS 026 162

Weinberg, Serena; Lazier, Raun; Shivery, Amy; Chambliss, Catherine
A Comparison of the Development of Infants as a Function of Hours Spent in Day Care.
PUB DATE- 98
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Child Caregivers; *Child Development; Day Care; *Day Care Effects; Full Day Half Day Schedules; Individual Development; *Infants; *Sex Differences

This study examined the development of infants in day care and explored how their development varied as a function of hours spent in day care. Thirty-one day care providers completed a competence rating scale for 3 of the infants in their class. Results indicated no significant correlation between the number of hours an infant spends in day care and the infants' competence score. When an ANOVA was performed on the data, infant girls attending day care for 1-45 hours a week had a higher mean competence score than boys attending the same number of hours. Boys in day care for more than 45 hours a week had higher competence scores than girls in day care more than 45 hours. Based on the findings, it is suggested that full-time day care may offer advantages to boys because it provides a more stable environment and more consistent routines than part-time day care. (Contains 10 references and 7 tables.) (JPB)

ED 415 979 PS 026 163

Rodriguez, Edwin
What Does Gender Have To Do with It? (Male Teachers in Early Childhood Education).
PUB DATE- 97
NOTE- 17p.
LANGUAGE- English

data on families. (Author/JC)

ED 415 996 PS 026 182

Sugland, Barbara W.; Moore, Kristin A.; Blumenthal, Connie
State Family Planning Service Delivery: Administrators' Perspectives on Service Delivery and Options for Future Family Planning Services.
SPONS. AGENCY- Henry J. Kaiser Family Foundation, Menlo Park, CA.
PUB DATE- 94
NOTE- 72p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; Contraception; *Delivery Systems; *Family Planning; Program Attitudes; Public Policy; *State Programs; State Surveys
IDENTIFIERS- *Service Delivery Assessment; State Policy; 1990s

This report details family planning service delivery at the state level and presents state administrators' views about service delivery and policy options for the 1990s. Data for the report were obtained from telephone surveys of 109 State Administrators from the Title X, Maternal and Child Health Block Grant, Social Services Block Grant, and State and Medicaid programs. Following the introduction, the report is comprised of nine sections: (1) a description of study methodology and the respondents; (2) an overview of family planning service delivery at the state level, including funding streams, how states allocate family planning revenues, reporting requirements, and state regulations on family planning service provision; (3) a review of family planning services paid for by Title X, Maternal and Child Health, Title XX, and State monies in 1991, highlighting special family planning initiatives and special populations targeted by Title X Grantees; (4) an overview of reversible contraceptive care covered by managed care programs under Medicaid; (5) a review of changes in funding and demand for Title X services during the 1980s, including how Title X Administrators responded to shifts in funding and client demand; (6) a discussion of the difficulties Title X Administrators encountered in delivering family planning services since 1990; (7) a presentation of perspectives of state program administrators regarding ways to improve services to low-income women; (8) a description of Title X administrators' reactions to five policy scenarios for future family planning service delivery; and (9) a review of implications of findings for family planning policy and health care reform. Contains 11 references. (KB)

ED 415 997 PS 026 183

Zaslow, Martha; Moore, Kristin; Coiro, Mary Jo; Morrison, Donna Ruane
Programs To Enhance the Self-Sufficiency of Welfare Families: Working towards a Model of Effects on Young Children.
SPONS. AGENCY- National Inst. of Child Health and Human Development (NIH), Bethesda, MD.
PUB DATE- 94
NOTE- 38p.; Paper presented at the National Academy of Sciences Workshop on Welfare and Child Development (Washington, DC, December 5-6, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..."

Media Violence in Children's Lives, sample materials from a community activity, and a sample flyer from a local event. (Contains 19 references.) (EV)

ED 416 013 PS 026 223

Blocks to Their Future: A Report on the Barriers to Preschool Education for Homeless Children.
PUB DATE- 97
NOTE- 90p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141),Reports - Research/Technical (143)
DESCRIPTORS- *Access to Education; *Homeless People; Policy Analysis; Policy Formation; *Preschool Children; *Preschool Education; School Effectiveness; School Responsibility
IDENTIFIERS- Stewart B McKinney Homeless Assistance Act 1987

Homelessness has a devastating impact on children. School provides stability and a sense of continuity during an otherwise chaotic time, as well as access to other comprehensive services, both inside and outside the school, such as meals, health care, counseling, and recreation. But despite their desperate need, homeless children face high, often insurmountable barriers in gaining entry to public school and preschool programs because they lack a permanent address. A study assessed the level of access and participation that homeless children have to preschool education, identifies barriers that prevent their participation, and develops policy recommendations to ensure compliance with existing law. The National Law Center surveyed state education officials and shelter service providers, and reviewed certain documents addressing the participation of homeless children in preschool programs. Major findings are: (1) barriers to enrollment and retention are transportation, transience, lack of program availability, lack of parents' understanding of children's educational rights, lack of immunization records or birth certificate, and residency requirements; (2) funding is inadequate; (3) demand for preschool enrollment exceeds availability; (4) state officials have failed to comply with McKinney Act requirements; and (5) some success has been achieved. Based on the findings, recommendations include increased appropriations for the McKinney Act and Head Start, increased monitoring and enforcement by the Departments of Education and Health and Human Services, and ratification of the Convention of the Rights of the Child. (Appendices present graphs and charts, the Stewart B. McKinney Homeless Assistance Act, funding and appropriations tables, and survey instruments.) (EV)

ED 416 014 PS 026 224

Sheffer, Susannah, Ed.
Growing without Schooling, 1997.
PUB DATE- 97
NOTE- 225p.; For the 1996 issues, see PS 024 725.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Activism; Attention Deficit Disorders; Autism; College Admission; Discipline; Elementary Secondary Education; Family Characteristics; *Home Schooling; Instructional Materials; *Learning Activities; Newsletters; Nontraditional Education; Organizations (Groups); Parent Student Relationship;

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Non-print Media (100)
DESCRIPTORS- Attachment Behavior; Brain; Child Health; Cognitive Development; Day Care; Discipline; Early Experience; *Infant Behavior; *Infant Care; *Infants; Nutrition; *Parent Child Relationship; *Parent Role; Preschool Education; Self Esteem
IDENTIFIERS- *Brain Development; Security of Attachment

New research in brain development reveals the vital importance of the relationship between caregiver and child in the critical first years of life. This Spanish-language video explores the role of parents in stimulating early childhood development. The 28-minute video discusses: (1) attachment and the role of touch in creating a bond between parent and infant; (2) communication, specifically the child's nonverbal cues and the importance of parents' speaking, singing, and reading aloud to the child's development and language acquisition; (3) health and nutrition, including child safety and the role of the pediatrician; (4) discipline, responding to the child so he or she learns that the world is safe and predictable, and how to regulate his or her own emotions; (5) self-esteem, noting that a strong sense of self is essential to healthy development, and that each child is unique and should be encouraged to explore the world and express his or her feelings; (6) child care, including indicators of quality to look for when selecting a day care program; and (7) self-awareness, noting that in order to take care of an infant, parents must also take care of themselves, make time and energy to devote to the child, ask for help when needed, and not put undue pressure on themselves to be perfect parents. (HTH)

ED 416 033 PS 026 296

Shepard, Lorrie, Ed.; Kagan, Sharon Lynn, Ed.; Wurtz, Emily, Ed.
Principles and Recommendations for Early Childhood Assessments.
PUB DATE- 98
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Early Childhood Education; *Educational Objectives; Evaluation Criteria; Evaluation Methods; *Learning Readiness; Preschool Children; *School Readiness; *Screening Tests; *Student Evaluation; Test Reliability; Test Validity
IDENTIFIERS- Developmentally Appropriate Programs; National Education Goals 1990

The first of the National Education Goals states that by the year 2000 all children in America will start school ready to learn. Pressed by demands for greater accountability and enhanced educational performance, states are developing standards and creating new criteria and approaches for assessing achievement. Calls to assess young children are also increasing. This booklet indicates how best to craft such assessments in light of young children's unique development, recent abuses of testing, and the legitimate demands for clear and useful information. Following a look at recent assessment issues and the current assessment climate, the booklet lists general principles that should guide both policies and practices for the assessment of young children; these principles address benefits, reliability and validity, appropriateness to age level and language, and parental role in assessment. The were developed to facilitate an "externalizing conversation" around the topic of abuse and its effects. These conversations elicited responses and ideas in four areas: naming examples of abuse on the course; naming the "real effects" of abuse on oneself and the group; imagining the "unique outcomes" of an abuse-free course; and developing a personal position statement on abuse. Student responses were documented in a public group journal. Students then collaborated in developing consequences for any further abusive behavior. Students committed themselves to anti-abuse "activism," signed voluntary contracts, and formed an Anti-Abuse Committee. Abuse incidents dropped dramatically. (SV)

ED 416 051 RC 021 380

Bronson, Jim; Schaub, Nancy
Poetry as a Healing Experience for Teams.
PUB DATE- 96
NOTE- 7p.; In: Spawning New Ideas: A Cycle of Discovery; see RC 021 376.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Corporate Education; Creative Writing; *Emotional Development; *Experiential Learning; *Group Dynamics; Interpersonal Communication; Interpersonal Relationship; *Poetry; *Team Training; Teamwork
IDENTIFIERS- *Facilitators

Experiential practitioners have the opportunity to help groups move to a higher level of functioning, getting beyond unresolved emotional issues and becoming more truthful, immediate, involved, and collaborative. This critical process takes place along a continuum from "staying safe and shallow" at one end to "going deep and real" at the other. While outdoor experiential processes are a powerful means to help work teams through this shift, poetry can be an effective, inexpensive way to accomplish similar objectives. Key success factors of team development include team members interacting in a new way, using their hearts as well as their heads; staying focused on each other and relationships, as well as on tasks; envisioning new possibilities; communicating about real issues; and respecting each other. Several examples of useful poetry readings are offered. In addition to reading and listening to poetry, team members may create and share their own poems. Composing even very short poems can move participants into a new frame of mind, into speaking of things and feelings that they care about and have energy around. Working in small groups facilitates interaction among team members, while reading their favorites to each other prepares the way for team members to discuss success factors that will help them to their next level of development. Some pitfalls of "going deep and being real" are discussed, and 13 core competencies of facilitators are listed. (SV)

ED 416 052 RC 021 381

Lee, Faye C. H.; Murdock, Shelley; Paterson, Carole
An Investigation of Strategies for Preparing Teenagers for Cross-Age and Peer Teaching Roles: Implications for Linking Research and Practice.
PUB DATE- 96
NOTE- 7p.; In: Spawning New Ideas: A Cycle of Discovery; see RC

The goal of this research was to determine if standardized science test scores in Tennessee show evidence of continuous improvement in student achievement. The data examined as part of this study display evidence of a performance dip in Grade 4 but show an overall increase in scores across grade levels. A discussion of Tennessee's value added evaluation system and the implications that the analysis of this data can have on funding is included. The limitations of traditional means of evaluation in assessing a student's science learning are also discussed. Data displayed in table format pertain to minimum and maximum science scale scores, mean science scale scores, five-year mean science scale scores, science scale score descriptives, and an analysis of variance summary. Contains 30 references. (DDR)

ED 416 071 SE 061 061

Lemons, Judith L.
Missouri Elementary Science Safety Manual.
PUB DATE- 96
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Educational Strategies; Elementary Education; *First Aid; *Hands on Science; *Laboratory Safety; Safety Equipment; *School Safety; Science Curriculum
IDENTIFIERS- Missouri

The purpose of this safety manual is to provide a resource to help manage and minimize potential risks in science classrooms where students spend up to 60% of instructional time engaged in hands-on activities. Information on general laboratory safety, science equipment safety, safety with plants, safety with animals, safety with chemicals, field trips, safety equipment, first aid, and legal aspects of safety is included. General guidelines are provided and specific topics are discussed within each section. For example, in the section on science equipment safety, specific guidelines are given for handling glassware, thermometers, heat sources, the sun, lasers, model rockets, batteries, and electrical equipment. (DDR)

ED 416 072 SE 061 062

Lemons, Judith L.
Missouri Secondary Science Safety Manual.
PUB DATE- 97
NOTE- 74p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Animals; Biology; Chemistry; Educational Strategies; *First Aid; *Hands on Science; *Laboratory Safety; Physics; Safety Equipment; *School Safety; Science Curriculum; Secondary Education
IDENTIFIERS- Missouri

The purpose of this safety manual is to provide a resource to help manage and minimize potential risks in science classrooms where students spend up to 60% of instructional time engaged in hands-on activities. This manual contains information on standards, legal aspects, and responsibilities for science safety; general laboratory safety for students; laboratory facility design; lab safety equipment and accident response; first aid; laboratory equipment safety; chemicals; plants and educational institution and appropriate nonprofit organization, and to report these data annually to Congress and the President. Hence, NSF annually collects statistical data from the 15 federal agencies that account for virtually all support for science and engineering research and development at educational institutions. These data provide information that enables users to examine patterns of support for individual institutions over time and to compare such patterns with those of other institutions. The report begins with an overview that addresses such issues as categories of support, agency sources, university shares, and geographic distribution. The general notes address data limitations and the relationship of this survey to the survey of federal funds for research and development as well as information sources, institutional profiles, and databases. The technical notes in Section A delineate the scope of the survey and list federally-funded research and development centers. The bulk of this report (Section B) is devoted to the detailed statistical tables of federal science and engineering obligations. (PVD)

ED 416 090 SE 061 138

Characteristics of Recent Science and Engineering Graduates: 1995. Detailed Statistical Tables.
PUB DATE- 97
NOTE- 200p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Education Work Relationship; *Employment Patterns; Engineering Education; Engineers; *Graduate Surveys; Higher Education; Science Education; Scientists; *Student Characteristics; *Vocational Followup
IDENTIFIERS- National Science Foundation

The tables contained in this document present data on the characteristics of men and women who received a bachelor's or master's degree in a science or engineering field from academic institutions in the U.S. during the 1992-93 and 1993-94 academic years. The data were collected in 1995 and 1996 and reflect the status of individuals as of April 1995. In addition to the demographic characteristics of recent college graduates with science and engineering degrees, the data may be used to understand the employment experiences of recent graduates such as the extent to which recent graduates entered the labor force, whether they were able to find employment, and the attributes of that employment. Results are presented separately for bachelor's and master's degree recipients as well as for graduates of the two graduating class years. This report contains three sections: (1) technical notes in Section A contain information on survey methodology, coverage, concepts, definitions, and sampling error; (2) detailed tabulations from the computer-assisted telephone interviews and mail questionnaire surveys are presented in Section B; and (3) Section C contains a copy of the mail questionnaire used. (PVD)

ED 416 091 SE 061 140

Wilkins, Cynthia W.
Effects of a Resident Mentor Teacher on Student Achievement in Mathematics.
PUB DATE- 97
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

democracy. The manual is to assist educators to put together the knowledge and skills they possess with whatever new is presented in the manual in order to educate the citizens of tomorrow for a new and democratic Albania. The three chapters are: (1) "Albania Moves Toward Democracy" describing the first 6 years' achievements and problems and discussing the need for democratic citizenship education; (2) "The Basics of Democracy" defining and tracing "democracy," and discussing the basic values and principles of democracy; and (3) "The Basics of Democratic Citizenship Education" including the curriculum of democratic citizenship education, methods of teaching democratic citizenship education, and teacher education. (EH)

ED 416 112 SO 027 280

Walker, Tim; Edwards, Amy N.; Larbalestier, Tiffany Farrell
The United Nations at Work: The Challenge of Building Global Peace and Teacher's Guide.
PUB DATE- 95
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Conflict Resolution; Foreign Countries; *Global Education; Instructional Materials; International Relations; *Peace; Secondary Education; Social Studies; United States History; Young Adults; Youth
IDENTIFIERS- *United Nations

This booklet for juvenile readers describes the creation, structure, and activities of the United Nations. The book also examines how the role of the United Nations has changed since the end of the Cold War, citing specific UN actions and the issues surrounding difficult and expensive operations. The booklet provides an overview of ideas about how the organization can successfully respond to future crises and considers the debate over what kinds of future role, if any, the United States should have in the United Nations. The teachers' guide offers classroom activities, handouts, and test materials around which teachers can create a comprehensive lesson plan to help students understand the United Nations' evolving role in international events especially its peacekeeping and humanitarian missions of the last 50 years. (EH)

ED 416 113 SO 027 281

Hayes, Bill, Ed.; Degelman, Charles, Ed.
Civic Action Guide.
PUB DATE- 96
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Citizen Participation; Citizen Role; *Citizenship; *Citizenship Education; Citizenship Responsibility; Community Responsibility; Elementary Secondary Education; *Leadership; Leadership Training; Social Studies

This guide is designed to assist teachers and youth leaders in helping youth develop civic action skills. Section 1 offers a planning guide for action projects and focuses on how to

*International Trade; *Natural Resources; Secondary Education; Social Studies; *Supply and Demand

Analysis of the world market and trade deficits and surpluses are used to examine global economics. The GATT (General Agreement on Tariffs and Trade) is discussed and presented with the various perspectives on the agreement. A forecast for economics of the '90s and a quiz are included. (EH)

ED 416 136 SO 027 921

Welch, Mary A., Ed.
Economic Effects of Technological Advances in Agriculture.
PUB DATE- 90
NOTE- 21p.; For other booklets in this series, see SO 027 918-929. Printed on colored paper. Photographs may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Agriculture; Business; Consumer Economics; Economic Development; *Economics; *Food; Foreign Countries; *International Trade; *Natural Resources; Secondary Education; Social Studies; *Supply and Demand; Technology

Comparisons of average food prices and hourly wages based on 40-hours work week in various capital cities of the world are presented. Such factors as mechanization, chemicals, and improved genetics have resulted in greater productivity, fewer but larger farms, and hardier plants and animals. The economic effects are discussed as they are felt by both the producers and consumers. The booklet concludes with two student projects and a quiz. (EH)

ED 416 137 SO 027 922

Welch, Mary A., Ed.
Agricultural Chemical and Fertilizer Storage Rules: Costs and Benefits for Insuring Cleaner Water for Indiana.
PUB DATE- 91
NOTE- 21p.; For other booklets in this series, see SO 027 918-929. Printed on colored paper. Photographs may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Agriculture; Business; Consumer Economics; *Economics; *Environmental Education; *Food; *Natural Resources; Secondary Education; Social Studies; Technology; *Water Pollution; Water Resources
IDENTIFIERS- *Indiana

The analysis of public goods is presented with a discussion of the rules for fertilizer and pesticide storage units in Indiana. A basic rule summary is presented with descriptions of the types of dikes that might be considered for containment. Estimated costs are projected along with the number of contained liquid fertilizer spills by size in Indiana from 1985-1990. The booklet concludes with a student quiz. (EH)

NOTE- 11p.; Paper presented at the Annual Conference of the Southern Early Childhood Association (48th, Myrtle Beach, SC, March 6-8, 1997). Some pages may not photocopy well due to broken print.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Creative Activities; Creative Expression; Early Childhood Education; *Improvisation; *Music; *Music Education; Musical Composition

This paper addresses the simplification of music as a way to introduce all beginners to making music. Creative play is emphasized to encourage students to feel ownership of the music they create. Suggestions are given for improvisation to known songs with small guitars, ukuleles and dulcimers. The paper advocates a return to the roots of music where everyone was involved and where it became a process of spiritually connecting with all things in the present. (EH)

ED 416 164 SO 028 230

Mertz, Susan Jeanne
Parkitecture: Search and Discover the Architectural Elements in Balboa Park.
PUB DATE- 91
NOTE- 67p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Architectural Character; *Architectural Education; *Architecture; Building Design; *Built Environment; Community Resources; Elementary Secondary Education; Independent Study; Instructional Materials; *Local History; Park Design; *Parks; Social Studies; State History
IDENTIFIERS- *California (San Diego); *Spanish Colonial Architecture

The original buildings in San Diego's (California) Balboa Park, were planned for the 1915-1916 Panama-California Exposition. Loosely designed in the Spanish Colonial Revival Style, local builders and craftsmen added their own interpretation by using materials found locally in Southern California and freely applying traditional architectural ornamentation without regard to strict classical usage. This guide was designed to encourage student observation and understanding of this local architectural style. The format of this guide allows independent study or may be used with cooperative study groups. Background information, style diagrams and illustrated explanations, quizzes, and worksheets are provided on numbered flip cards. These allow students to gain sequential understandings of the architectural forms and decorative motifs as they progress through a walking tour of the park. Although the resource has been developed for study of a specific site (Balboa Park, San Diego), many of the instruction cards and worksheets may be adapted for study of similar architectural structures and built environments. A glossary concludes the guide. (MM)

ED 416 165 SO 028 319

examples of good sites for locating lessons specifically for global education, and lists organizations that publish lessons on global education. (SM)

ED 416 184 SP 037 752

Posey, Joanna D.
Exploring Indigenous Pedagogies: Why Is This Knowledge Important to Today's Educators?
PUB DATE- 98
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- American Indians; Cultural Awareness; *Cultural Influences; *Culturally Relevant Education; *Diversity (Student); Educational Environment; Elementary Secondary Education; Minority Group Children; *Multicultural Education

Recent educational literature reveals a growing interest in understanding the educational needs of learners from other cultures and a growing awareness that instructional methods to help learners from nonwhite cultures should be anchored to indigenous ethnographic research. Western educators must holistically and comparatively understand not only indigenous cultural psychologies, but also how other cultures view the self. Researchers should address three issues. Issue one: How do non-western cultures teach their children, involves understanding non-Western groups' complex world views and teaching and learning systems that are centered around specific cultural values?" Issue two: What academic skills were indigenously taught prior to white intervention, highlights skills incorporated within 15 cultural lifeway patterns? The skills emphasize group management, motivation, social organization, beliefs, values, problem solving approaches, time use, space use, maintaining relationships, sharing knowledge, educational and communication techniques, learning patterns, and instruction techniques. Issue three: Why this knowledge is important to today's educators, emphasizes educators' need to reevaluate the effectiveness of their instructional methods and recognize that many non-western groups have value systems and teaching and learning methods different from their own. This knowledge will allow educators to develop more appropriate educational environments, become more sensitive in designing culturally relevant instruction, identify non- western learners' culturally valued problem solving skills, and create opportunities for learners to use and share those skills. (Contains 3 figures, 3 tables and 61 references.) (Author/SM)

ED 416 185 SP 037 753

Hall, Cindy J.
Reflection and Dialogue as a Means of Uncovering Theory and Improving Practice. Examination of Espoused and Practiced Curriculum Theories: Technical, Practical, and Emancipatory World Views.
PUB DATE- 97
NOTE- 39p.; Paper presented (along with Shelly R. Rider) at the Annual Meeting of the Mid-South Educational Research Association (Memphis, TN, 1997). Running Head: "Take a Cruise on Learning Lines."
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference

They took on more challenging assignments, especially in areas like student discipline and teacher leadership. Full-time interns participating in the Springfield simulation (a 7-hour simulation of the Springfield School District at work) had the opportunity for individualized development of leadership skills, receiving feedback from experienced administrators and peers which encouraged growth and planning. Students believed the simulation helped them expand their skills and become more sensitive. The program's leadership portfolio component required that Fellows maintain a portfolio of experiences related to development of leadership skills. Development of this culminating portfolio allowed Fellows to integrate course assignments and field experiences and established a process for continuing professional development. Three appendixes offer the North Carolina Standards Board for Public School Administration Performance Domains for the Principalship; the National Association of Secondary School Principals Springfield Skill Development for Leaders Assessment Skills; and the leadership portfolio. (SM)

ED 416 201 SP 037 772

Hertert, Linda
Investing in Teacher Professional Development. A Look at 16 School Districts.
SPONS. AGENCY- John D. and Catherine T. MacArthur Foundation, Chicago, IL.
PUB DATE- 97
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Finance; Elementary Secondary Education; *Faculty Development; *Inservice Teacher Education; Public Schools; *School District Spending; State Government; State School District Relationship; *Teacher Improvement; Teachers

This report raises questions for policymakers to consider in designing and funding professional development activities. The study used 1995-1996 data to examine how much money states and districts spent on professional development and what that money bought, investigating connections between state and district expenditures on teacher professional development and results of those spending patterns on teaching and learning. Data came from over 60 districts in 11 states. The study created a district expenditure model that organized teacher professional development spending into seven categories and 17 subcategories. The model linked expenditures to specific professional development activities. A separate model for state expenditures organized state support for teacher development activities into five categories. Of the participating districts, only 16 furnished the required expenditure data. None linked professional development purchases to specific outcomes. Collecting state and district spending information proved difficult, and making connections between the expenditures and any results related to teaching and learning was impossible. The report discusses policy issues suggested by the spending patterns and teacher professional development activities, focusing on: linking spending to results; letting schools choose; cutting administrative costs; paying for continuing education; defining the state's role; balancing needs and resources; rethinking sabbaticals; organizing information; and using data to inform decisions. (SM) year. Most of the schools (25 elementary schools and 11 to 14 middle schools) used OEYP funds for summer programs, although some extended the school day or the school week. After participation in the OEYP, fewer than 1% of the students were retained. An examination of scores on the Texas Assessment of Academic Skills (TAAS) indicated that the different programs were successful to varying degrees. TAAS reading scores for students who participated in intersession programs (intersessions for year-round schools) were generally higher, but mathematics scores were similar for the extended day programs and summer schools. Regardless of the type of program or subject, the OEYP achieved its greatest effects on TAAS scores at grade 6. (Contains eight figures.) (SLD)

ED 416 219 TM 028 071

Ernest, Harishini M.; Gonzalez, Rosa M.
Dos Idiomas, Un Mundo. Dual Language Project. Title VII Biennial Evaluation Report, 1995-97.
PUB DATE- 97
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Achievement Gains; *Bilingual Education; Bilingual Education Programs; Elementary Education; *English (Second Language); Language of Instruction; *Limited English Speaking; Parent Participation; Program Evaluation; *Second Language Learning; *Spanish; Tables (Data); Test Use
IDENTIFIERS- *Austin Independent School District TX; Elementary Secondary Education Act Title VII; Improving Americas Schools Act 1994

This is an evaluation of the first 2 years of a 5-year comprehensive Bilingual Education grant funded by Title VII Part A of the Improving America's Schools Act of 1994 in the Austin Independent School District (AISD) (Texas). The grant awarded to the AISD funds a program of Developmental Bilingual Education at two elementary schools where more than 25% of the students are of limited English proficiency (LEP). Developmental Bilingual Education requires dual language instruction throughout the duration of the program. This is in contrast to a transitional program in which instruction is gradually changed to English-only. At the same time, Developmental Bilingual students must master subject matter skills and meet grade promotion requirements. Baseline data were collected on the 600 students at the 2 schools who will receive 4 years of developmental bilingual teaching, but all 967 students at the 2 schools participate. Baseline scores for the two schools indicated that 56% of students were fluent English speakers, with 17% not speaking English, and 72% not speaking Spanish. Third graders in 1996-97, in comparison with 1995-96 third graders, showed a 10% gain in the numbers of students passing on all of the English Texas Assessment of Academic Skills tests. Prekindergarten and kindergarten students in the second year also showed considerable gains in Spanish vocabulary in 1996-97. Evaluation also revealed the extensive preparation of the teachers at both schools and the investment in curriculum and technology to improve education. Parent participation was shown to be an integral part of the program at both schools. Recommendations are made for continued program improvement with better communication between the two schools and better use of student testing in evaluation. (Contains 12 tables, 1 figure, and 12 references.) (SLD) school readiness of children up to grade 2 and about school safety and discipline. This paper presents information on unit response, weighting, item response, and imputation in the 1993 NHES. The section on "Unit Response in the NHES:93" describes responses and completion rates for the NHES:93, including data on these rates for the Screener Interview, the extended School Readiness interviews, and the extended School Safety and Discipline interviews broken down for parents and students. "Weighting and Estimation" discusses the procedures used for producing the weights to estimate characteristics from the NHES:93 sample and to estimate sampling errors for those estimates. "Item Response in the NHES:93" presents item response rates for the NHES:93 questionnaire and discusses the methodology used to compute response rates. "Imputation in the NHES:93" describes the imputation procedures used in this survey, which was the first NHES survey to impute all missing values. (Contains 19 tables and 7 references.) (SLD)

ED 416 236 TM 028 116

Brick, J. Michael; Broene, Pam
Unit and Item Response, Weighting, and Imputation Procedures in the 1995 National Household Education Survey (NHES:95). Working Paper Series.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 97
NOTE- 114p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; *Data Collection; Early Childhood Education; Estimation (Mathematics); *Interviews; *Research Methodology; Response Rates (Questionnaires); *Responses; *Surveys; Tables (Data)
IDENTIFIERS- *Imputation; Missing Data; *National Household Education Survey; Weighting (Statistical)

The National Household Education Survey (NHES) is a data collection effort of the National Center for Education Statistics that collects and publishes data on the condition of education in the United States. The NHES is designed to provide information on issues that are best addressed by contacting households rather than institutions. It is a telephone survey of the civilian, noninstitutionalized population that collects repeated measurements of the same phenomena at different times. This paper presents information on the unit response rates, item response rates, and imputation. The first section, "Unit Response Rates," describes response and completion rates for the NHES:95. It includes information on rates for the Screener interview and the extended Early Childhood Participation and Adult Education interviews. These topics were the focus of NHES:95. Some 14,064 children were sampled for the Early Childhood component, and 3,569 adults completed the Adult Education interview. "Item Response and Imputation" discusses the approach taken to missing responses. As in most surveys, responses to some data items were not obtained for all interviews. The imputation of missing data is discussed. "Weighting and Standard Error Calculation Procedures" describes the procedures for producing the weights to estimate characteristics from the NHES:95 sample and to estimate sampling errors for those estimates. Methods for estimation were developed that were consistent with changes from the original weighting plan made during the collection period.

which has been designed to be part of the NCES Schools and Staffing Survey. The current survey asks for information about school finances, including information about noncash contributions, and takes about 1.5 hours to complete. This report includes sections on the background of survey development, major findings of the pilot tests, and a description of the survey instrument. The final survey product is attached as an appendix. (Contains four exhibits.) (SLD)

ED 416 253 TM 028 133

Zukerberg, Andrew; Lee, Meredith
Further Cognitive Research on the Schools and Staffing Survey (SASS) Teacher Listing Form. Working Papers Series.
PUB DATE- 97
NOTE- 78p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Cognitive Processes; *Educational Research; Elementary Secondary Education; Interviews; *National Surveys; Questionnaires; Research Design; *Selection; *Teachers
IDENTIFIERS- *Instructions; *Schools and Staffing Survey (NCES); Self Report Measures

This report deals with cognitive research conducted on the Teacher Listing Form (TLF) of the Schools and Staffing Survey (SASS) of the National Center for Education Statistics. The SASS is a set of 10 self-administered questionnaires designed to provide information on all aspects of the school system. The TLF is the first of the 10 surveys, and is used to select teachers from schools to participate in the teacher questionnaire. In order for the TLF to obtain accurate information it is important that respondents follow lengthy instructions about the teachers who should be included or excluded from the survey. Twenty cognitive interviews were conducted in three waves. After the first and second waves, revisions to the form were made, and it was retested. In spite of the addition of color and design changes, respondents continued to have difficulty with the form after wave-one revision. The second round of revision resulted in improved instructions, fewer examples, and better navigational characteristics for the form. Some remaining wording issues and discussed, and moving to a larger page size is recommended. Twelve appendixes provide original and revised versions of the survey and instructions. (Contains two references.) (SLD)

ED 416 254 TM 028 134

Green, Patricia J.; Hoogstra, Lisa A.; Ingels, Steven J.; Greene, Harrison N.; Marnell, Patricia K.
Formulating a Design for the ECLS: A Review of Longitudinal Studies. Working Papers Series.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 97
NOTE- 125p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Children; Cognitive Tests; Educational Assessment; Educational Research; *Elementary Education; Foreign Countries; Literature Reviews; *Longitudinal Studies; *National Surveys; *Research Design; Research Methodology; *Sampling

Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Environment; Counseling Services; Helping Relationship; *High Risk Students; Higher Education; *Mentors; Nontraditional Students; School Counseling; School Guidance; *School Holding Power; Student Adjustment; Student College Relationship; *Student Personnel Services; Tutoring; *Undergraduate Students; Undergraduate Study
IDENTIFIERS- *ASHE Annual Meeting; Educational Opportunity Centers; Student Support Services; Veterans Upward Bound

The effectiveness of formal mentoring programs for high-risk undergraduate students was examined. Formal mentoring is defined as a deliberate matching of university personnel with high-risk students, a group which may include people of color, women, low-income persons, the physically challenged, and first-generation college students. Formal mentoring has evolved to promote students' emotional, environmental, and academic acculturation into the college environment. In this study interviews were conducted with 20 students who had been involved with student support services, Veterans Upward Bound, and the educational opportunity center at a southern, comprehensive, four-year, regional university. The study notes that students reported they felt an obligation to continue their education as a result of the deep commitment of support personnel and the benefits of counseling, tutoring, and institutional guidance, and found that formal mentoring appeared to positively affect student participation, retention, and success in college. Little support was found to substantiate matching mentors and mentees by race or gender. Although traditional mentoring is conceived of as a one-on-one experience, the high-risk students benefited from all components of mentoring provided by a network of mentors. (Contains 17 references.) (SW)

ED 415 813 HE 030 964

Himelhoch, Carol R.; Nichols, Adriana; Ball, Stephen R.; Black, Lana Collister
A Comparative Study of the Factors Which Predict Persistence for African American Students at Historically Black Institutions and Predominantly White Institutions. ASHE Annual Meeting Paper.
PUB DATE- 97
NOTE- 30p.; Paper presented at Annual Meeting of the Association for the Study of Higher Education (22nd, Albuquerque, NM, November 6-9, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Persistence; *Black Colleges; *Black Students; *College Students; Comparative Analysis; Higher Education; Longitudinal Studies; *Predictor Variables; School Holding Power; Statistical Studies; Student Attrition
IDENTIFIERS- African Americans; *ASHE Annual Meeting; Bean (John P); Cooperative Institutional Research Program; *White Colleges

This study examined the predictive factors of persistence for African American students at historically black colleges and universities (HBCU) and at predominantly white institutions, and is based on John Bean's (1982) synthetic model, which incorporates background, organizational, environmental, attitudinal, and outcome variables. The hypotheses were that Bean's model might not fully explain attrition effects for the African American subgroup of the student population, and that differences might exist in the factors predicting African American student persistence at HBCUs and at predominantly

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Audience Analysis; *Audiences; Broadcast Industry; Demography; *Donors; Fund Raising; Leisure Time; Money Management; Private Financial Support; Programming (Broadcast); *Public Television; Radio; Television Viewing; Use Studies
IDENTIFIERS- Corporation for Public Broadcasting; *Public Radio

In 1996, membership or subscription contributions provided 23% of public broadcasting's $1.9 billion income. Detailed information about the contributing audience can help managers maintain and grow member support. As part of the annual Yankelovich Monitor survey, the Corporation for Public Broadcasting gathered extensive demographic, attitudinal, and product usage data about people who donated money to public broadcasting. Of the total population polled, 13% said they had donated to either public radio or television in the past two years. This report explores characteristics of donors versus non-donors and suggests ways in which this information can be used by stations. The report looks at demographics, confidence, attitudes about learning, financial issues, musical tastes, leisure activities, television viewing habits, and privacy issues. Donors to public broadcasting overall are primarily older, proportionately more female, college educated, married, and white in comparison to the non-donor population. The median household income for donors is $58,000 compared to $35,000 for non-donors. Donors have a high level of confidence in advice from doctors, pharmacists, financial planners or bankers, magazine reports, and recommendations by travel agents. Both donors and non-donors have low levels of confidence in news reports on television and in newspapers, the ability of public schools to educate children properly, and advice from lawyers. The top three leisure activities for donors and non-donors are reading, spending time with friends and family, and watching television. (SWC)

ED 415 830 IR 018 673

Rogers, Cosby Steele; Laws, Peter
Successes and Lessons Learned in an On-Line Course on Socioemotional Development.
PUB DATE- 97
NOTE- 7p.; Paper contributed to the Teaching in the Community Colleges Online Conference, "Trends and Issues in Online Instruction" (2nd, Kapiolani Community College, April 1-3, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; Child Development; *Computer Mediated Communication; Course Organization; Curriculum Development; *Distance Education; Higher Education; Independent Study; Nontraditional Education; Student Participation; World Wide Web
IDENTIFIERS- Listservs; Socioemotional Development; *Technology Integration; Virginia Polytechnic Inst and State Univ

A child development course was offered as a web-based, asynchronous distance learning course by the Department of Family and Child Development in the College of Human Resources and Education at Virginia Polytechnic Institute and State University during summer 1996. The course was initiated to respond to the demand for flexible distance learning opportunities and take advantage of changing trends in higher education in terms of technology-based learning experience. This paper describes the course organization, content, and

(3) "Preassessment of Current Technology," including hardware, software, the physical plant, classroom setup, committee reflection, and summary; (4) "Software," including types of software and the software plan; (5) "Hardware," including hardware assessment, categories of technology hardware, and the hardware plan; (6) "Telecommunications"; (7) "Staff Development"; (8) "Funding"; and (9) "Putting the Plan into Action." The appendix provides 21 worksheets to be used in gathering data during the planning process. (MES)

ED 415 848 IR 018 705

Peretz, Blossom A.
Before 2000: Funding Technology in New Jersey's Schools and Public Libraries by the End of the Century.
PUB DATE- 97
NOTE- 113p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Distance Education; Elementary Secondary Education; Internet; *Library Automation; Library Development; *Library Funding; Program Costs; *Public Libraries; *Public Schools; State Federal Aid; Technological Literacy; Telecommunications
IDENTIFIERS- Access to Services; New Jersey Library Association; *Telecommunications Act 1996

This report proposes establishing sufficient technological capability within New Jersey's K-12 classrooms and public libraries in response to the universal service mandate of the Federal Telecommunications Act of 1996. Sections cover: (1) Goals; (2) Networked Education and Life-Long Learning Model for New Jersey Schools and Libraries, Technology for New Jersey Schools and Libraries, Effective Use of Technology; (3) Educational Networking for New Jersey: the Costs, Public School Costs, Library Costs; (4) Funding Options for New Jersey, State Technology Funding Approaches, Overview of Tax-Exempt Leasing as a School Funding Source, Discounts for Schools and Libraries: an Overview of Federal and State Regulatory Proceedings Regarding Universal Service, Additional Funding Options for New Jersey; (5) Cost Reduction Opportunities; and (6) Some Immediate Steps to be Taken. A detailed 5-year cost model proposes to provide access to the Internet and other multi-media products to enhance distance learning and telecommunications. Identified are over 30 cost-reducing initiatives saving $250 million. The Ratepayer Advocate's Universal Service proposal filed with the Board of Public Utilities is also summarized. Appendices include: (1) Assumptions; (2) Educational Telecommunications Online in New Jersey; (3) School and Library Cost Data; (4) Revenue and Cost Reduction Initiatives; (5) Educational Technology Funding for K-12 Schools--Sources of Funding for Educational Technology, State by State; (6) Telecommunications Act of 1996 (Excerpted); (7) Brief on Behalf of the Division of the Ratepayer Advocate on Universal Service Issues (Excerpted); (8) Sources of Federal Technology Funds; and (9) Sources of Further Information. (Contains 106 references.) (JAK)

ED 415 849 IR 018 706

Federal Subsidies of Advanced Telecommunications for Schools, Libraries, and Health Care Providers. CBO Papers.
PUB DATE- 98
NOTE- 33p.
LANGUAGE- English

(141)
DESCRIPTORS- *Annual Reports; *Library Automation; Library Expenditures; Library Facilities; Library Funding; Library Materials; Library Networks; Library Personnel; Library Planning; *Library Services; *Public Libraries; State Agencies
IDENTIFIERS- *Alabama; *Technology Integration

The Alabama Public Library Service is charged with improving library services throughout Alabama to ensure that all citizens have access to quality library and information services. The agency is responsible for administering federal and state funds for the more than 200 public libraries in Alabama. Building renovations were completed in April 1996. The Technical Services and Support Services departments were merged to form the Technical and Automated Services department. Refinements were made throughout the agency in all areas in the use of automation and technology. Most of the year was spent preparing for and learning to use the SIRSI Library Automated System and expanding the local area network. By the end of the fiscal year, staff had begun preparing for the agency-wide implementation of Internet and World Wide Web access. The Information Services division was created as part of the new organization plan for APLS, and includes the Reference and Interlibrary Loan, Government Documents, Circulation, and Audiovisual departments. The Summer of Champions summer reading program was a rousing success, with Alabama youngsters reading 16.2% more books than last year's summer program. Special appearances were made by Olympic gold medalist Willie Smith and Izzy, the 1996 Summer Olympics mascot. The Blind and Physically Handicapped division circulated 143,185 special format titles to its patrons, and began serving 942 new members. Another new division, Networking, Development & Planning, coordinated the implementation of SIRSI. For fiscal year 1996, the executive board approved $1,237,999 in Library Services and Construction Act grants. State aid totals are provided. (SWC)

ED 415 867 IR 056 835

Federal Public Library Programs in Alabama, 1996.
PUB DATE- 96
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; *Federal Aid; Financial Support; Grants; *Library Funding; *Library Services; Library Statistics; *Public Libraries; *State Agencies; Statewide Planning; Tables (Data)
IDENTIFIERS- *Alabama; Alabama Public Library Service; Library Services and Construction Act

The Alabama Public Library Service is charged with improving library services throughout the state to ensure that all citizens have access to quality library and information services. Part of this charge includes the responsibility for receiving and administering federal funds to the more than 200 public libraries in Alabama. Federal Library Services and Construction Act (LSCA) monies are spent on statewide projects at the Alabama Public Library Service. These projects include providing reference services, interlibrary loans, audiovisual materials, continuing education programs, and consultant services to the public libraries. Other major statewide projects funded through LSCA include the coordination of a statewide children's summer library program, the collection and interpretation of statistics, and the provision of a

(ED), Washington, DC. Office of Library Programs.
PUB DATE- 93
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; Adult Basic Education; *Adult Literacy; *Adult Reading Programs; Computer Assisted Instruction; Expenditures; Food Processing Occupations; High Interest Low Vocabulary Books; Library Role; *Library Services; *Literacy Education; Outreach Programs; Prisoners; Public Libraries; Tutoring; Tutors; Volunteer Training; Volunteers
IDENTIFIERS- Florida (Wakulla County); Tutor Training

This performance report begins with a comparison of actual accomplishments to the following objectives for fiscal year 1992: (1) at least ten adult students will receive a minimum of 30 hours of tutoring at a local educational center; (2) at least ten students employed in the seafood industry will complete at least 30 hours of tutoring and 15 hours of computer-based instruction at the educational center, in their homes, or at other community sites; (3) at least ten adult students unable to attend the educational center will be instructed in their homes or at other community sites; (4) at least ten inmates of a local correctional facility will receive a minimum of 30 hours of instruction in basic reading in collaborative small group settings; and (5) at least 20 adult learners and their tutors will log at least 20 hours per pair on literacy project computers. Proposed and actual expenditures are compared. Narrative sections describe tutor training, material selection, acquisition of computer hardware and software, and the role of the public library. The report concludes with acknowledgment of the contributions of several agencies and organizations and a list of facilities used. Quantitative data about the project and flyers listing high-interest low-vocabulary books are attached. (MES)

ED 415 885 IR 056 856

Schantz, Virginia
Greenville Public Library, Final Performance Report for Library Services and Construction Act (LSCA) Title VI, Library Literacy Program.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC. Office of Library Programs. Washington, DC, Library Programs.
PUB DATE- 93
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; English (Second Language); Expenditures; Family Literacy; Inservice Education; Library Role; *Library Services; *Literacy Education; Preschool Education; Public Libraries; Recognition (Achievement); Resource Materials; Tutoring; Tutors; Volunteer Training; Volunteers
IDENTIFIERS- Project Head Start; Tutor Training; Volunteer Recruitment

This Greenville Public Library literacy project final performance report begins with a section that provides quantitative data. The next section compares actual accomplishments to the following project objectives for 1992-93: (1) train 30 new

Reed, Susan L.
Pawtucket Public Library, Final Performance Report for Library Services and Construction Act (LSCA) Title VI, Library Literacy Program.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC. Office of Library Programs.
PUB DATE- 93
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Learning; *Adult Literacy; Adult Students; *English (Second Language); Federal Programs; Grants; Library Role; Library Services; *Literacy Education; Public Libraries; Publicity; *Second Language Instruction; Tutoring; Tutors; User Needs (Information); Volunteer Training; Volunteers
IDENTIFIERS- Library Services and Construction Act; Tutor Training

This final performance report provides project outcome information and data to the U.S. Department of Education for the federally-funded Library Literacy Program. The Pawtucket Public Library (Rhode Island) conducted a project that provided literacy services to English as a Second Language (ESL) learners. The project served a community of 50,000-100,000 people. Classroom instruction was provided using a learner-centered approach, in which the facilitator worked with students to develop language and literacy learning activities relevant to the students' needs for and uses of English language and literacy. The project served 52 adult learners, and provided 320 hours of classroom time. The report describes activities from October 1992-September 1993 and provides: a comparison of actual accomplishments to goals and objectives set forth in the grant application; a comparison between proposed and actual expenditures; specific details of activities undertaken; the role the library played in the accomplishment of the goals and objectives; agencies and organizations that assisted in the project; and the impact of the federal project on the ongoing program of the library. Includes the agreement between the Pawtucket Public Library and the International Institute of Rhode Island for the cooperative provision of literacy services. (SWC)

ED 415 903 IR 056 874

Rosynek, Joy
Jackson District Library, Final Performance Report for Library Services and Construction Act (LSCA) Title VI, Library Literacy Program.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC. Office of Library Programs.
PUB DATE- 93
NOTE- 127p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Learning; *Adult Literacy; Adult Students; English (Second Language); Family Literacy; Federal Programs; Grants; Homeless People; Intergenerational Programs; Learning Disabilities; Library Collection Development; Library Role; Library Services; *Literacy Education; Older Adults; Public Libraries; Publicity; Second Language Instruction; Tutoring; Tutors; User Needs

Planning; Technological Advancement; Technology Education; Two Year Colleges
IDENTIFIERS- *Maryland Community Colleges Technology Council; Technology Plans

This document is a reference tool for the Maryland Community Colleges Technology Council (MCCTC). It contains a summary of MCCTC's creation and reviews its general initiatives to form a statewide technology affinity group, administer a technology needs assessment survey, and develop a statewide community college technology plan and funding strategy. The paper also defines "technology" and outlines MCCTC's mission statement and 1997-1998 objectives, focusing on the vision for Maryland Community Colleges and technological goals for students, faculty, staff, and the community. The glossary makes up the bulk of the document and includes selected computer-related terms used in council meetings, presentations, and publications. Not a comprehensive list, it is provided as a reference for council members and council publication readers. (YKH)

ED 415 921 JC 980 082

Academic Senate for California Community Colleges Fall Session Resolutions (29th Los Angeles, CA, October 30-November 1, 1997).
PUB DATE- 97
NOTE- 101p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Articulation (Education); College Curriculum; *College Governing Councils; *Community Colleges; Educational Finance; *Educational Policy; Faculty Development; Grading; *Policy Formation; *Statewide Planning; Two Year College Students; Two Year Colleges; Vocational Education; Welfare Services
IDENTIFIERS- *Academic Senate for California Community Colleges; *Resolutions

This report provides the resolutions adopted by the Academic Senate for the California Community Colleges. The resolutions are divided into the following categories and topics: (1) academic senate; (2) accreditation; (3) affirmative action/ cultural diversity; (4) articulation and transfer; (5) budget and finance; (6) state and legislative issues; (7) consultation with chancellor's office; (8) counseling; (9) curriculum; (10) technology; (11) faculty development; (12) general concerns; (13) grading; (14) intersegmental issues; (15) library and learning resources; (16) local senates; (17) matriculation; (18) professional standards; (19) students; (20) vocational education; and (21) welfare reform. The report also includes non-urgent, failed, referred, moot, withdrawn, and out of order resolutions. It concludes with a glossary of acronyms and a list of delegates. Barclays California Code of Regulations is attached. (YKH)

ED 415 922 JC 980 083

Selected Student Statistics, 1995-96.
PUB DATE- 98
NOTE- 71p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)

LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Administrator Guides; *College Planning; Community Colleges; Cooperative Planning; Definitions; Educational Change; *Educational Improvement; Educational Planning; Integrated Activities; Long Range Planning; Organizational Effectiveness; Program Effectiveness; Program Implementation; Resource Materials; *School Effectiveness; Strategic Planning; Two Year Colleges
IDENTIFIERS- *California Community Colleges

The Planning Resource Guide by the RP Group of California Community Colleges was created to provide practical planning assistance. It contains four sections, including: (1) a basic conceptual framework for planning; (2) common planning definitions for colleges; (3) planning steps and samples of planning structures; and (4) suggestions for linking a variety of planning-related college functions. Chapter 1 identifies an effective planning process as one that deals with critical issues for improvement, fits the culture of the college, balances reflection and information analysis for significant impact on outcomes, is directed towards student and community, builds on strengths, and articulates new opportunities. Chapter 2 provides key definitions of planning terms on the institutional, subject, and unit levels. Chapter 3 describes the steps in the planning process: planning, researching and analyzing, creating plans, implementing plans, and evaluation. Chapter 4 offers guidelines and examples for integrating steps in the planning process. Appendices include sample planning structures, planning calendars, planning-related requirements for California Community Colleges, ACCJC/WASC Accreditation standards, and planning definitions. (YKH)

ED 415 942 JC 980 105

Rasor, Lori T.; Rasor, Richard A.
Test Anxiety and Study Behavior of Community College Students in Relation to Ethnicity, Gender, and Age.
PUB DATE- 98
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Age Differences; Behavioral Science Research; Black Students; Community Colleges; Comparative Analysis; Ethnic Studies; High Risk Students; *Measurement Techniques; Personality Assessment; School Demography; Sex Differences; *Student Attitudes; *Student Characteristics; Study Habits; *Study Skills; Tables (Data); *Test Anxiety; *Two Year College Students; Two Year Colleges; White Students
IDENTIFIERS- Sarason Test Anxiety Scale; Study Behavior Inventory

A study was conducted on community college students in order to determine the correlational values among the variables of test anxiety and study behavior, and the student characteristics of age, gender, and ethnicity. Students enrolled in introductory psychology and English classes at American River College and Sacramento City College in California participated in the study by completing the Study Behavior Inventory (SBI) and Sarason's Test Anxiety Scale (TAS). The SBI measures undergraduates' study behaviors and academic self-perception, and the TAS measures the amount of test anxiety among students. Students'

LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Child Health; Childhood Needs; Cognitive Development; Early Childhood Education; *Early Experience; Emotional Development; *Learning Readiness; Mental Health; *Parent Role; Physical Development; Physical Health; *School Readiness; *School Role; *Student Role
IDENTIFIERS- *Healthy Children 2010; Healthy People 2000; National Education Goals Panel

This article focuses on the importance of school readiness to school success and long-term life success. Issues relating to school readiness include what constitutes readiness, types of fundamental knowledge, how children approach learning, children's mental and physical health, and how readiness is defined. The article first examines what is really meant by readiness and then discusses how readiness should be implemented, considering the serious issues associated with such implementation. It is suggested that readiness must be defined broadly, and relatedly, there must be broad and shared responsibility for its implementation. The chapter urges the acceptance of the National Education Goals Panel (NEGP) definition of readiness, and that readiness be the responsibility of families and an array of institutions including early care and education, family support, schools, and communities. Building on this discussion, policy recommendations are offered to be considered for inclusion in Healthy People 2010. These include: (1) giving more attention to children and the importance of the early years before school; (2) conceptualizing readiness as children's readiness, family readiness, school readiness, and community readiness; (3) generating adequate assessment systems for children, schools, and communities; and (4) considering children and families holistically. Contains over 80 references. (SD)

ED 415 961 PS 026 128

Cowen, Emory L.
Schools and the Enhancement of Children's Wellness: Some Opportunities and Some Limiting Factors.
PUB DATE- 97
NOTE- 29p.; In: Establishing Preventive Services. Healthy Children 2010. Issues in Children's and Families' Lives, Vol. 9; see PS 026 124.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- At Risk Persons; Child Behavior; *Child Health; Childhood Needs; Children; Delivery Systems; Early Intervention; Elementary Education; *Health Promotion; Health Services; *Mental Health; *Mental Health Programs; School Health Services; *School Role; Special Needs Students; Student Adjustment; Well Being
IDENTIFIERS- *Healthy Children 2010; *Primary Mental Health Project

This article offers the opinion that school mental health services should be built around the question: "What useful roles can schools play as part of a concerted social effort targeted to the enhancement of children's wellness?" The article suggests that there are many important roles: practical, repair-oriented roles, and new roles including engineering health-proofing school and class environments, building proactive health-facilitating curricula, and

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Caregiver Child Relationship; *Child Care Occupations; *Early Childhood Education; *Males; Sex; Sex Bias; Sex Differences; Sex Stereotypes; *Teacher Attitudes; Teacher Student Relationship
IDENTIFIERS- *Caregiver Attitudes

The role of male teachers in early childhood education can be examined from many perspectives, including the need for male teachers, advantages and disadvantages of being a male in the profession, or why there are not more of them. In order to find out what male teachers think about teaching at the early childhood level, a survey consisting of 26 multiple choice and objective questions probing these 3 areas was completed by 20 male educators. Results showed that most reported working in the field because they love working with children. There was no real consensus on whether the image male teachers present is different from that presented by women, but the majority felt they projected a gentle and fatherly image. Nearly all agreed that teachers could be just as, or even more, influential than a child's parents, but for different reasons. Half felt that a teacher's gender has no effect on how much a child learns; about 25 percent said gender was not an issue in their role as early childhood educators, while 25 percent said there were certain trust issues raised because of gender. Forty-five percent agreed that neither males nor females have particular advantages in the field of early childhood education, and 35 percent said that as a male teacher, parents are the hardest to "win over." Eighty percent said students do not treat males differently. Sixty percent felt the gender ratio of teachers should be equal. When asked what can be done to encourage more men to enter the field, 45 percent said to offer more money. (EV)

ED 415 980 PS 026 164

Smalls, Ursula S.
Reacting in the Best Interest of Our Kids.
PUB DATE- 97
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- Elementary Education; *Grade Repetition; High Risk Students; Intervention; Remedial Programs; Student Promotion; *Teacher Attitudes; Teacher Surveys

At some time in most teachers' professional lives, they will be faced with making a decision about retaining a student. Although many teachers choose to retain students because they believe it will benefit the student, most studies find the practice of retention either harmful or ineffective. After a review of the literature, a survey was conducted to assess teachers' criteria for and beliefs about grade retention. Thirty-eight teachers at an elementary school with a very high at-risk population were given a 21-question survey. Results showed that 61 percent believe in retaining students who are not ready to move on to the next grade. Many believe that students who cannot read should not be promoted; however, they do not all agree that standardized reading test scores should be an indicator of whether to promote or retain a student. Many teachers believe that retention can mean the difference between future success or failure for some students. Those teachers who had retained students and were able to keep up with the

(150)
DESCRIPTORS- Early Childhood Education; Models; Program Effectiveness; Program Evaluation; Theories; *Welfare Recipients; *Well Being; Young Children
IDENTIFIERS- *Self Sufficiency; Welfare Reform; Welfare to Work Programs

Although it has been assumed that increasing maternal education or family income will improve children's well-being, considering the impact on child care arrangements and home environment raises the possibility of negative effects. This paper reviews experimental evaluations of seven programs designed to enhance welfare families' self-sufficiency, and develops a model describing the mechanisms through which these programs affect children. Variables included in the model are maternal education, family economic status, maternal subjective well-being, child care arrangements, and home environment. For each pathway variable, the review identifies specific markers that have been examined, whether program impacts have been detected, and whether differences emerge in the short- or long-term. The review finds that changes were most universally examined in type of child care used and less consistently examined in maternal well-being, movement out of poverty, and quality of child care used. Conclusions differed depending on how variables were measured and how long data were collected. Program impact was reported on earnings and AFDC receipt. In evaluations measuring both educational attainment and achievement, none showed impact on achievement. There were significant program impacts on participation in mental health services or counseling but no reported effects on depression, locus of control, or stress. Programs clearly affected children's participation in formal nonmaternal care, but one evaluation found that program participation was tentatively related to reduced quality of care. Four of the studies found that program mothers were more warm and less harsh with their children. (Contains 10 references.) (KB)

ED 415 998 PS 026 184

Moore, Kristin A.; Morrison, Donna Ruane; Greene, Angela Dungee
Children Born to Teenage Mothers: Analyses of the National Longitudinal Survey of Youth - Child Supplement and the National Survey of Children.
PUB DATE- 95
NOTE- 63p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; Age Differences; Behavior Problems; Child Health; *Children; Cognitive Development; *Early Parenthood; Educational Attainment; Family Environment; Longitudinal Studies; Parent Child Relationship; Parent Influence; Sexuality; Substance Abuse; *Well Being
IDENTIFIERS- National Longitudinal Survey of Youth; National Survey of Children; Quality of Care

This study compared the well-being of children born to mothers younger than 17 years old(very young teens), 18 to 19 years old (older teens), and mothers in their early twenties. Measures of well-being were assessed in five domains: (1) health and psychological well-being; (2) quality of home environment; (3) cognitive development and educational attainment; (4) behavior problems and substance abuse; and (5) sexual experiences and first births. The study also examined the effects of mother's age at first birth on child well-being. Data were drawn from the Longitudinal Survey of Youth-Child Supplement (NLSY-CS) and

*Parents as Teachers; Reading Instruction; Resource Materials; Student Attitudes; Student Evaluation; Teaching Methods
IDENTIFIERS- Home Curriculum; Parents as Learners

These six bimonthly issues focus on home schooling, providing parents in the United States and other nations with ideas, activities, research, and resources to teach their children at home. Each issue contains short news items and reports on home schooling, letters from parents, letter on the challenges and concerns of home schooling, a focus topic, book and resource reviews, and a resource and information list. Feature reports and letters from parents include the following: (1) "Valuing Children's Questions" (Jan-Feb); (2) "A New Look at Attention Deficit Disorder" (Jan-Feb); (3) "Late Readers Turn Out OK" (Mar-Apr); (4) "Second-Generation Homeschoolers" (Mar-Apr); (5) "Self-Evaluation" (May-Jun); (6) "Rethinking Discipline" (May-Jun); (7) "Homeschooling Children with Autism" (May-Jun); (8) "In Defense of Doing Nothing" (Jul-Aug); (9) "Young People as Local Activists" (Jul-Aug); (10) "Grown Homeschoolers Reflect on their School-Free Lives" (Sep-Oct); and (11) "Hard Times at Home: Is Homeschooling Still Possible?" (Nov-Dec). (KB)

ED 416 015   PS 026 226

Gerber, Magda; Johnson, Allison
Your Self-Confident Baby: How to Encourage Your Child's Natural Abilities from the Very Start.
PUB DATE- 98
NOTE- 236p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Child Behavior; Child Rearing; Developmental Stages; *Infant Behavior; *Infant Care; Infants; Observation; Parent Child Relationship; Parent Materials; *Parenting Skills; Preschool Education; Toddlers
IDENTIFIERS- Day Care Selection; Resources for Infant Educarers

Suggesting that if children are treated respectfully from birth, they may have a better chance of gaining confidence and developing good judgment, this book aims to help parents and those who work with babies and young children to understand the children. This goal is accomplished by teaching or "sensitizing" educarers to young children, since basic patterns of life such as trust, endurance, and optimism develop at an early age. Part 1 of the book summarizes RIE (Resources for Infant Educarers) philosophy, examining what is meant by respecting your baby and the baby respecting you, and explaining in detail the philosophy's basic principles and evolution. Part 2 takes an in-depth look at how to observe infants and how to apply RIE's basic principles in everyday situations. This section also examines the early developmental stages infants go through, from the newborn period until the baby takes his or her first steps. The section discusses issues such as crying, sleeping, safety, and play and how to use the RIE approach in handling them. Also included is a chapter on RIE's benefits for children with special needs, a chapter written especially for new parents, and a chapter on how to choose the best child care situation. Part 3 continues discussing developmental stages, ending in the early toddler phase. Recurring issues such as sleeping and eating are examined, as well as new issues such as toddler behavior, discipline, and tantrums. Each chapter contains comments from booklet then details important purposes of assessment for young children: (1) promoting children's learning and development; (2) identifying children for health and special services; (3) monitoring trends and evaluating programs and services; and (4) assessing academic achievement to hold individual students, teachers, and schools accountable. For each purpose, the definition, audience, technical requirements and age continuum are listed. Recommendations for policymakers are also presented for each purpose, and a chart outlining appropriate uses and technical accuracy of assessments change across the early childhood age continuum is included. The booklet then considers combinations of these purposes that have most often occurred in practice. Contains 33 references. (HTH)

ED 416 034 PS 026 300

Dollahite, David C.; Marks, Loren D.; Olson, Michael M.
Faithful Fathering in Trying Times: Religious Beliefs and Practices of Latter-Day Saint Fathers of Children with Special Needs.
PUB DATE- 97
NOTE- 25p.; Paper presented at the Annual Conference of the NCFR Fatherhood and Motherhood in a Diverse and Changing World (59th, Arlington, VA, November 7-10, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Beliefs; *Child Rearing; Children; Churches; *Disabilities; Ethics; *Father Attitudes; *Fathers; *Parent Child Relationship; Parent Education; Play; Qualitative Research; *Religious Factors; Stress Management
IDENTIFIERS- Caring; Generativity; *Mormons; Religious Practices

There has been relatively little social science research on the influence of religious beliefs and practices on fathering. This study examined narrative accounts obtained through in-depth interviews from 16 Mormon fathers of children with special needs in the context of Mormon religious belief and practice, research on stress and special needs families, and ideas from the generative fathering perspective. The special needs of the children ranged from serious physical disabilities and intellectual and emotional limitations to life-threatening chronic illness. Atheoretical coding of the narratives revealed six themes. The first three, not explicitly religious in nature, were: (1) choosing to care; (2) dealing with today's challenges; and (3) building love through play. The second three themes were explicitly religious: (4) having faith in God's purposes; (5) giving priesthood blessings; and (6) accepting help from the church. The fathers in this sample provided a clear contrast to the prevalent image of special needs fathers as being beset by despair and likely to abandon their families. They seemed to father in a way consistent with the generative perspective, focusing on their child's, rather than their own, needs. Religion was an important resource for them, and influenced their coping, perspective of their experience, their parenting, and how they told their story. (Contains 73 references.) (KB)

ED 416 035 PS 026 301

Popenoe, David
Life without Father.
PUB DATE- 97
NOTE- 20p.; Paper presented at the Annual Conference of the NCFR

021 376.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescent Development; *Adolescents; *Community Programs; *Cross Age Teaching; Peer Teaching; Program Effectiveness; *Youth Programs
IDENTIFIERS- Adult Child Relationship; California (San Francisco Bay Area); Program Characteristics

In the San Francisco Bay Area (California), community agencies and organizations routinely use teenagers as mentors and teachers of peers and younger children. Despite the literature indicating that teens should derive many benefits from these roles, agency staff have observed teen teachers who appear frustrated, bored, or disengaged, or who have adopted negative group management techniques. Ongoing research is attempting to identify "best practices" that contribute to positive outcomes for adolescent cross-age teachers, as well as program gaps that are barriers to positive outcomes. This research involves observations and interviews with directors and teen participants in eight programs concerned with community recreation, preschool operations, youth development, coping with high-risk community environments, experiential science education, and substance abuse prevention. Preliminary findings indicate that particular program characteristics may increase the likelihood that teens who serve as cross-age teachers will have positive outcomes. Successful programs usually have a passionately committed program director or other adult who works closely with the teenagers; high expectations for teenagers, with significant levels of responsibility; and incremental orientation and training strategies that set up teens for success. This research project is the first phase in preparing community agencies to implement successful cross-age and peer teacher programs. (SV)

ED 416 053 RC 021 382

Flor, Richard F.; Troskey, Matthew D.
Spawning Ideas--Moving from Ideas to Action: Quality Tools for Collective Problem-Solving and Continuous Learning.
PUB DATE- 96
NOTE- 8p.; In: Spawning New Ideas: A Cycle of Discovery; see RC 021 376.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Change Strategies; Educational Administration; Elementary Secondary Education; *Organizational Change; *Participative Decision Making; *Problem Solving; *Program Administration; School Based Management; Systems Approach; Work Environment
IDENTIFIERS- Complex Systems

This paper explores the dynamics of managing collective problem solving and decision making, and the application of tools and strategies to deal with the emergent complexity of systems in which educators work. Schools and educational programs are complex adaptive systems that respond to changes in internal and external environments. Functioning within such a dynamic system requires a tolerance for ambiguity. The literature suggests that a propensity for risk taking is necessary for productive group problem-solving but may not be sufficient. The fungi; animals; and animal safety considerations for biological laboratories. The laboratory safety and accident response section addresses issues such as eye protection, eyewash stations, safety showers, earthquake preparedness, and general housekeeping. (DDR)

ED 416 073 SE 061 065

Meeks, Ronald L.
Federal R&D Funding by Budget Function: Fiscal Years 1993-95.
PUB DATE- 94
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Annual Reports; *Budgets; *Federal Government; *Financial Support; Full State Funding; *Research and Development

This annual report contains information on federal funding of the research and development components of agency programs as proposed by the administration for Fiscal Year 1995. Research and development data are classified into the same federal budget function categories as those used in the "Budget of the United States Government, Fiscal Year 1995." The report is divided into three sections. Section 1, "Research and Development in the 1995 Budget: An Overview," provides an overview of federal funding of research and development within the context of requested total federal budget authority. It consists of five tables. Section 2, "R&D Research and Development by Specific Budget Function," summarizes activities conducted within each budget function. Programs within the five functional categories that account for 90% of the research and development sponsored by the federal government are discussed briefly while data on research and development activities within the remaining functional categories are presented in tabular form only. This section consists of 19 tables which provide a summary of research and development activities conducted within each federal budget function. Section 3 contains historical tables that present two historical data series: (a) Federal Research and Development Funding by Function for Fiscal Years 1955-1995 and (b) Federal Funding of Basic Research for Fiscal Years 1978-95. (ASK)

ED 416 074 SE 061 079

Allen, Nancy; Garsow, Kathleen; Johnson, Sheri; Martin, Meredith; Montgomery, Sara; Olson, Holly
Technology, Culture, and Integrated Curriculum: An On-line Challenge.
PUB DATE- 97
NOTE- 10p.; Paper presented at the Annual Meeting of the International Society for Technology in Education (Austin, TX, November 13, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- American Indian Culture; Computer Uses in Education; Elementary Secondary Education; Higher Education; Information Retrieval; Internet; *Navigation (Information Systems); *Partnerships in Education; Technology Education; *Telecommunications

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Grade 7; Grade 8; Junior High Schools; *Mathematics Achievement; Mathematics Education; Mathematics Teachers; *Mentors; Professional Development; *Student Attitudes; Teaching Methods; Teaching Models; *Teaching Skills

Early research has shown that using practicing mathematics teachers as mentors results in increased teacher self-respect, improved teaching skills, and renewed enthusiasm for teaching. The purpose of this study was to determine the effects of a resident mentor teacher on student achievement in mathematics. Measures of achievement were obtained from ITBS Performance Assessment scores from eighth grade rural and suburban school students in 1994, 1995, and 1996. One seventh grade mathematics teacher from a rural school and one seventh grade mathematics teacher from a suburban school volunteered to receive instruction from the researcher in performance teaching and analysis and in the creation and use of rubrics. One teaching unit was prepared by the researcher and presented to the teachers. Using this unit as a model, the teachers created three more units and trained teachers in their local schools. Simple analysis of variance using 1995 mean scores as a covariate revealed mean score differences in both treatment schools were statistically significantly higher in graphing and computation. Mean score differences in the rural schools were not statistically significantly different in problem solving. All schools showed a statistically significant decrease in mean scores in measurement. Possible reasons for this decrease are discussed. It is concluded that utilizing a mentor model where a master teacher trains resident mentor teachers results in higher student mean scores when compared with mean scores of non-mentored students. This paper also contains additional evidence that the model helps increase student interest levels in mathematics and increases teacher enthusiasm for teaching. (Author/NB)

ED 416 092 SE 061 141

Andre, Thomas; Whigham, Myrna; Hendrickson, Amy; Chambers, Sharon
Science and Mathematics versus Other School Subject Areas: Pupil Attitudes versus Parent Attitudes.
PUB DATE- 97
NOTE- 168p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Chicago, IL, March, 1997).
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Age Differences; Attitude Measures; Elementary Education; Elementary School Students; Instruction; *Mathematics Education; *Parent Attitudes; Reading; *Science Education; *Sex Stereotypes; *Student Attitudes; Surveys

A descriptive study of elementary students' and parents' attitudes towards science and other school subjects was conducted. Iowa students in grades K-6 and their parents completed attitude surveys. Different versions of the surveys were used for students in grades K-3, 4-6 and their parents. Younger (K-3) students were asked about four school subjects: (1) math; (2) reading; (3) physical science; and (4) life science. Three attitudes were assessed about each subject: (1) positive affect (liking) toward the subject; (2) perceived self-competence in the subject; and (3) the degree to which the subject was seen as related to male-oriented, female-oriented, develop such a project. Section 2 provides samples of eight community action projects with their descriptions, goals, resources needed, relevant facts and figures, a series of action steps, and methods used to evaluate the project. Section 3 describes skills young people may need to complete an action project. A list of 12 useful books for doing action projects completes the guide. (EH)

ED 416 114 SO 027 282

Hayes, Bill, Ed.; Dengleman, Charles, Ed.
Citizenship Mini-Lessons.
PUB DATE- 96
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizen Participation; Citizen Role; *Citizenship; *Citizenship Education; Citizenship Responsibility; Community Responsibility; Elementary Secondary Education; Instructional Materials; *Leadership; Leadership Training; Social Studies; Teaching Guides

This booklet provides interactive mini-lessons on citizenship to be used by teachers or youth leaders to help young people develop a deeper understanding of citizenship and civic action. The 14 mini-lessons are arranged under 4 categories that describe the elements of active citizenship: knowledge, attitudes, skills, and behaviors. The instructor materials contain an introduction, teaching methods, and lesson instructions. Student handouts for the lesson are included. (EH)

ED 416 115 SO 027 343

Hume, Susan E.
A Resource Guide To Teaching about Africa. ERIC Resource Guide.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 6p.; For related digest, see ED 393 790.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- African Culture; *African Studies; Area Studies; Course Content; Curriculum Development; Curriculum Guides; Elementary Secondary Education; Foreign Countries; *Geography; Global Education; Instructional Materials; Multicultural Education; *Non Western Civilization; Reference Materials; *Resource Materials; Social Studies; *Teaching Guides; Teaching Methods; *World History
IDENTIFIERS- *Africa; ERIC

People from African countries who visit the United States often are stunned by how little people know about African countries. Africa is a large continent more than 3 times the size of the continental United States, and it contains over 50 independent countries. One out of every three member states in the United Nations is an African country. One out of every 10 people in the world lives on the African continent. Increasingly, the United States has economic, political, and organizational ties to African countries. This ERIC Resource Guide provides suggestions and resources for teaching and learning about

ED 416 138 SO 027 923

Welch, Mary A., Ed.
Economic Development for Communities.
PUB DATE- 92
NOTE- 21p.; For other booklets in this series, see SO 027 918-929.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Agriculture; *Community Development; *Economic Development; *Economics; Food; *Natural Resources; Secondary Education; Social Studies

The various aspects of community development are discussed including place, population, socio-cultural organizations, economic structure, and political structure. Ideas for bringing new money into the community are presented. Suggestions for building an economic plan are given along with a success story of one community's efforts. The booklet concludes with sample student projects and a quiz. (EH)

ED 416 139 SO 027 924

Welch, Mary A., Ed.
Strategic Marketing for Agribusiness.
PUB DATE- 93
NOTE- 25p.; For other booklets in this series,, see SO 027 918-929.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Agribusiness; *Agriculture; Business; *Economic Development; *Economics; Food; *Marketing; Natural Resources; Secondary Education; Social Studies; Strategic Planning; Technology

The steps for strategic market planning are discussed including: (1) assessing the situation with market conditions, customers, competitors, and your firm; and (2) crafting a strategy to prioritize target markets, develop a core strategy, and create a marketing mix. Examples of agribusiness successes are presented. The booklet concludes with a student quiz. (EH)

ED 416 140 SO 027 925

Welch, Mary A., Ed.
Using Economics and Genetics To Produce Leaner Pork.
PUB DATE- 94
NOTE- 21p.; For other booklets in this series, see SO 027 918-929. Printed on colored paper.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

Voluntary National Content Standards in Economics.
SPONS. AGENCY- Calvin K. Kazanjian Economics Foundation, Wilton, CT.; AT&T Foundation, New York, NY.; Foundation for Teaching Economics, San Francisco, CA.
PUB DATE- 97
NOTE- 116p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Achievement; *Economics; *Economics Education; Elementary Secondary Education; Measurement; Models; *National Standards; Social Studies

This book provides a tool for educators, specifying what K-12 grade students should learn about basic economics as they go through school. The standards are written for teachers and classroom use, offering benchmarks, guides, teaching suggestions, and teaching strategies. The essential principles of economics are identified in the 20 content standards in the book. Each standard is followed by a rationale for its inclusion. Benchmarks for the teaching of each of the content standards are provided, indicating recommended levels of attainment for students in grades 4, 8, and 12. Samples of what students can do to enhance or demonstrate their understanding of the benchmarks are provided. (EH)

ED 416 166 SO 028 320

Turkovich, Marilyn; Mueller, Peggy; Bubolz, Linda
Nepal: From Kathmandu to Mt. Everest.
PUB DATE- 83
NOTE- 175p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Area Studies; Asian History; *Asian Studies; Elementary Secondary Education; Foreign Countries; *Geography; *Global Education; *Instructional Materials; Non Western Civilization; Social Studies; *World Geography
IDENTIFIERS- *Nepal

This book is intended to help teachers introduce the country of Nepal to their students. The teacher sections offer suggestions for: (1) "Fitting Nepal into the Global Jigsaw"; (2) "Zeroing In"; and (3) "Himalayan Majesty." Additional sections of the book feature: (1) "The Mountains"; (2) "The People"; and (3) "The Issues." Nepal is set as a backdrop for global issues and concerns. Each section of the book has students begin with their own reality, uses a global framework, and centers on a specific event and/or historical/cultural/geographical aspect of Nepal. (EH)

ED 416 167 SO 028 861

Singleton, Laurel R.
C Is for Citizenship: Children's Literature and Civic Understanding.
PUB DATE- 97
NOTE- 99p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-

Papers, "Papers Presented at..." (150)
DESCRIPTORS- Action Research; *Classroom Techniques; Intermediate Grades; Junior High Schools; Mathematics Education; Middle Schools; Secondary School Mathematics; Secondary School Teachers; Teacher Attitudes; Teacher Student Relationship; Teaching Methods
IDENTIFIERS- World Views

An action research project involving a 7th grade mathematics teacher and a school principal examined the teacher's methods of instruction and beliefs about instruction to see if they matched. The principal used several forms of data collection to examine espoused curriculum theory beliefs, including conversations; mentoring dialogue; formal and informal interviews; a newspaper survey; a news release on the teacher's individual philosophy; the teacher's written philosophy for the teacher of the year award; teaching materials; teaching plans; method of preparation; and a copy of the TIMSS (Third International Mathematics and Science Study) report. Sources of data to examine actual theory and practice included student surveys; a principal writeup for the teacher of the year award; observation of teaching in class; videotapes of teaching during a 2-day period and several months prior; observation and videotape of her administrative role with bus drivers and students; observation and videotape of team meetings; conversations with another teacher who worked with the 7th grade teacher; and schedules of study sessions she provided for students on her own time. Results found that the teacher's belief statements reflected her actual practice. All of her espoused belief statements reflected a practical world view, and all of the data suggested that her beliefs matched her practice. (SM)

ED 416 186 SP 037 754

Gittman, Elizabeth; Berger, Randie
Impact of Teacher Education Courses on Paraprofessionals' Job Performance, Knowledge, and Goals.
PUB DATE- 97
NOTE- 15p.; Paper presented at the Annual Meeting of the Northeastern Educational Research Association (October 22, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; College School Cooperation; Elementary Secondary Education; Higher Education; *Inclusive Schools; *Job Performance; Mainstreaming; *Paraprofessional School Personnel; Professional Development; Public Schools; Regular and Special Education Relationship; *Staff Development; Student Behavior; *Teacher Education
IDENTIFIERS- New York Institute of Technology

A four-year private suburban college and a city public school district collaboratively provided teacher education courses to paraprofessionals working with special needs students in general education classes. The two teacher education courses, offered on the school district's premises, were Teaching, Learning, and Growth and Instructional Strategies and Classroom Management. A group of 28 teachers and administrators responded to a questionnaire about the job performance of 26 paraprofessionals who completed the courses, and 22 paraprofessionals who finished the courses also completed a questionnaire. The teacher/administrator questionnaire asked about their current position in the school, years of

ED 416 202 SP 037 773

Clarke, John H.; Sanborn, Stephen D.; Aiken, Judith A.; Cornell, Nancy A.; Goodman, Jane Briody; Hess, Karin K.
Real Questions, Real Answers. Focusing Teacher Leadership on School Improvement.
PUB DATE- 98
NOTE- 93p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *College School Cooperation; Educational Policy; Elementary Secondary Education; *Faculty Development; Graduate Study; Higher Education; Inservice Teacher Education; *Leadership Qualities; Leadership Training; Partnerships in Education; *Problem Solving; School Policy; *Teacher Improvement; Teachers; Teamwork
IDENTIFIERS- *Problem Based Learning; *Teacher Leadership; University of Vermont

This book examines how a relationship between the University of Vermont and school districts throughout the state enables teachers to earn graduate credits through year-long Problem-Based School Development Institutes. The institutes take participants through a cycle that includes identifying a problem, conducting background and action research, field testing possible solutions, and recommending action. By starting with a teacher-identified problem, problem-based school development overturns notions that professional development is irrelevant to everyday life in schools. When citing various success stories, the papers acknowledge the struggle between energy (which inspires change) and order (which schools need to function smoothly). The papers conclude by offering principles of policy development that accommodate both. After "Preface: Gathering Energy for School Development" (John H. Clarke), there are six papers: (1) "How Problem-Based School Development Works" (John H. Clarke and Stephen D. Sanborn); (2) "Linking Adult Learning and School Development" (Judith A. Aiken); (3) "Developing a Problem-Solving Team" (Jane Briody Goodman); (4) "Leadership Through Dialogue" (Karin K. Hess); (5) "Planning Institutes: The Medium is the Message" (Nancy A. Cornell); and (6) "Policies Supporting Adaptive Growth" (Stephen D. Sanborn and John H. Clarke). (Contains 48 references). (SM)

ED 416 203 SP 037 774

Elmore, Richard F.; Burney, Deanna
Investing in Teacher Learning: Staff Development and Instructional Improvement in Community School District #2, New York City.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 62p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Budgeting; Educational Change; Educational Finance; Educational Improvement; Elementary Secondary Education; *Faculty Development; *Instructional Improvement; Principals; Public Schools; School District Spending; School Districts; Systems Approach; Teacher Administrator Relationship; Teacher Effectiveness; *Teacher Improvement; Teachers

ED 416 220 TM 028 072

Gonzalez, Rosa Maria
Bilingual ESL Programs, 1996-97. Final Report.
PUB DATE- 97
NOTE- 74p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Achievement Gains; *Bilingual Education; Educational Attainment; Elementary Secondary Education; *English (Second Language); *Limited English Speaking; Professional Development; Program Evaluation; *Spanish; State Legislation; Tables (Data)
IDENTIFIERS- *Austin Independent School District TX; Texas Assessment of Academic Skills

In compliance with Texas state law, the Austin Independent School District (AISD) provides two programs to serve students identified as limited English proficient (LEP): Bilingual Education (BE) with dual language instruction and English as Second Language (ESL) intensive English instruction. ESL is both a component of BE and a stand-alone program. The program in which a student participates depends on a number of student characteristics. In 1996-97, the AISD enrolled 11,500 LEP students, 92% of whom were Spanish speakers, and 3% of whom spoke Vietnamese. In 1992-93, LEP students were 10% of the district's enrollment; in 1996-97, they represented 15.2%. Compared to students district-wide, exited LEP students were retained less often, earned higher grade point averages, and had higher school leaver rates. The achievement of former LEP students generally surpasses AISD averages on the Texas Assessment of Academic Skills. However, the achievement of LEP students in the programs is generally below that of state and national comparisons, and the achievement of AISD LEP students is generally lower than that of LEP students statewide. These facts reinforce evaluation recommendations for additional support for BE and ESL programs and continued staff development. Because students who complete BE and ESL programs are usually more successful in school than LEP students who do not participate, efforts should be made to serve the 14% of LEP students whose parents refuse program services. Appendixes give the text of the pertinent state law, a list of program staff development efforts, and evaluation reports for the individual schools involved. (Contains 38 tables, 3 figures, and 3 references.) (SLD)

ED 416 221 TM 028 073

Levine, Roger; Rathbun, Amy; Selden, Ramsay; Davis, Andrew
NAEP's Constituents: What Do They Want? Report of the National Assessment of Educational Progress Constituents' Survey and Focus Groups. Analytic Report.
PUB DATE- 98
NOTE- 119p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Educational Assessment; Educational Research; Educational Trends; Elementary Secondary Education; Evaluation Utilization; Focus Groups; Information Dissemination; Institutional Characteristics; National Surveys;

(Contains 27 tables and 8 references.) (SLD)

ED 416 237 TM 028 117

Garet, Michael S.; Chan, Tsze H.; Isaacs, Julia B.; Sherman, Joel D.
The Determinants of Per-Pupil Expenditures in Private Elementary and Secondary Schools: An Exploratory Analysis.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 97
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Catholic Schools; Data Collection; *Educational Finance; Elementary Secondary Education; Estimation (Mathematics); *Expenditures; *Institutional Characteristics; Mathematical Models; Policy Formation; *Private Schools; Religious Education; *Research Methodology; School Statistics; Tables (Data)
IDENTIFIERS- Imputation; Lutheran Schools; National Association of Independent Schools; National Catholic Educational Association; Schools and Staffing Survey (NCES)

Although policy makers have expressed interest in expenditures by private elementary and secondary schools, nationally representative data in this area are not available. In the absence of expenditure data it may nevertheless be possible to derive national estimates of total expenditures by private schools indirectly, by using the information that some associations of private schools collect from their members. Data on expenditures are routinely collected by three major associations of private schools: the National Catholic Education Association, the National Association of Independent Schools, and the Lutheran Church--Missouri Synod. This paper extends an earlier study of their data by examining whether more accurate national expenditure estimates can be derived by linking expenditure data with information on school characteristics collected as part of the National Center for Education Statistics Schools and Staffing Survey (SASS). If an appropriate model relating school characteristics and per-pupil expenditures could be estimated, it might be used to impute per-pupil expenditures for the full sample of private schools. Models incorporating a number of variables were explored, but in spite of the researchers' success in identifying school characteristics related to per-pupil expenditures, these characteristics do not fully explain the large differences in per-pupil expenditures among three sectors of private schools in this study: Lutheran day schools, independent day schools, and boarding schools. It is suggested that the model for Lutheran day schools is likely to provide reasonable estimates of per-pupil expenditures for many religious and nonsectarian private schools, but this assumption cannot be checked with the data available. To obtain improved estimates of the total amount spent by private schools in the United States, it will be necessary to collect data from a national sample of private schools, either through the SASS or a new special-purpose survey. An appendix contains 4 tables reporting results from the models predicting various school characteristics. (Contains 12 tables and 4 references.) (SLD)

ED 416 238 TM 028 118

IDENTIFIERS- Early Childhood Longitudinal Study; National Education Longitudinal Study 1988

The Early Childhood Longitudinal Study (ECLS) is a new study that will focus on children's early school experiences beginning in kindergarten. Approximately 23,000 children will be selected as they enter kindergarten and followed through fifth grade. Base-year data will be collected in the fall of 1998, but there will a field test in the 1996-97 school year. This paper, prepared in support of the development of the ECLS, reviews nine studies, each of which may provide some design features that would be useful in the ECLS. The studies reviewed are the: (1) Beginning School Study; (2) Children of the National Longitudinal Study of Youth; (3) Greensboro Early Schooling Study; (4) Prospects: The Congressionally Mandated Study of Educational Growth and Opportunity; (5) District of Columbia Early Learning and Early Identification Study; (6) National Education Longitudinal Study of 1988 (NELS:88); (7) Canadian National Longitudinal Survey of Children; (8) National Survey of Children; and (9) National Child Development Study. In reviewing the design and results of these studies, several cross-cutting issues were recognized, including the cognitive assessments, the social and emotional measurements, and the measures of environment. Issues concerning overall study design are also explored, and individual summaries are provided for each of the studies. Study design and sampling and administration procedures will be largely based on the experience of the NELS:88. Each of the study summaries contains references. (Contains six tables.) (SLD)

ED 416 255 UD 030 230

Brown, Brett V.

Analysis of Young Men: Chapter Two. Determinants of Adult Socioeconomic Attainment in Young Men: An Analysis of the Role of Risk and Social Capital Factors, and the Pathways through Which They Have Their Impacts.

SPONS. AGENCY- Ford Foundation, New York, NY.; Grant (W.T.) Foundation, New York, NY.
PUB DATE- 93
NOTE- 64p.; For a related document, see PS 026 204.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; At Risk Persons; Blacks; Causal Models; Education Work Relationship; Educational Attainment; Elementary Secondary Education; Employment Level; *Family Influence; Higher Education; Income; Life Events; *Males; Outcomes of Education; Socioeconomic Status; Whites; *Young Adults
IDENTIFIERS- African Americans; National Longitudinal Survey Labor Market Ex; *Social Capital

In this chapter, a series of nested regression models are estimated to analyze three measures of adult socioeconomic attainment measured at age 29: (1) educational attainment; (2) occupational attainment; and (3) earnings. The models seek to relate risk, social capital, social-psychological factors, and life course events in early adulthood, both positive and negative, to each of the measures of adult attainment and to trace the social-psychological and life course pathways through which both risk and social capital have their impacts. The basic theoretical framework is from work by James Coleman (1988). The data are from the National Longitudinal Survey of Young Men, whose subjects were African-American and white men who were between the ages of 14 and 17 and living at home in 1966. Of the risk measures, low parental education, low family white institutions. The database of the Cooperative Institutional Research Program provided a stratified sample of a cohort of freshman entering American colleges and universities in 1986 and follow-up information from 1990. Of the 295 African American students, 78 were enrolled at predominantly white 4-year institutions, while 217 were enrolled at 4-year HBCUs. Factor analyses provided scaled variables, which were subsequently utilized in the regression analysis. The results show that for HBCUs, the predictors for persistence were faculty mentoring, intention to marry, changing a major or career, and intention to leave the institution, while at predominantly white institutions, the mentoring of faculty was the sole predictor for African American persistence. An appendix lists the variables used. (Contains 27 references.) (Author/SW)

ED 415 814 HE 030 965

Springer, Leonard; Stanne, Mary Elizabeth; Donovan, Samuel
Effects of Small-Group Learning on Undergraduates in Science, Mathematics, Engineering, and Technology: A Meta-Analysis. ASHE Annual Meeting Paper.
SPONS. AGENCY- National Center for Improving Science Education, Washington, DC.; National Science Foundation, Arlington, VA.
PUB DATE- 97
NOTE- 45p.; Paper presented at Annual Meeting of the Association for the Study of Higher Education (22nd, Albuquerque, NM, November 6-9, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Academic Persistence; College Mathematics; *College Science; College Students; Comparative Analysis; Engineering Education; Higher Education; Meta Analysis; *Outcomes of Education; *Small Group Instruction; Statistical Analysis; *Student Attitudes; Technology Education; *Undergraduate Students; Undergraduate Study
IDENTIFIERS- *ASHE Annual Meeting

A meta-analysis of research on college students in science, mathematics, engineering, and technology (SMET) was undertaken to clarify the effects of small-group learning at the undergraduate level. The focus was three broad categories of outcomes among SMET undergraduates: achievement, persistence, and attitudes. Research concerns included: potential sources of bias in the methodology; whether the effects of small-group learning differ for various groups of students (majors or nonmajors, first-year or other students, men or women, predominantly white or predominantly underrepresented groups); and whether the characteristics of different small-group learning procedures (time spent working in groups) are related to the outcome measures. Using 39 studies from 1980 or later, the study demonstrated that various forms of small-group learning are effective in promoting greater academic achievement, more favorable attitudes toward learning, and increased persistence. The magnitude of effects reported in this study exceeded most findings in comparable reviews of research on educational innovations and supports more widespread implementation of small-group learning in undergraduate SMET. Three figures and five data tables are appended. Also appended is a bibliography of the characteristics of various meta-analyses studies. (Contains 86 references.) (SW) processes involved in its delivery. Lessons learned include: (1) multiple presentation modes offer the opportunity to design learning experiences that are closely matched to learning objectives; (2) students need easy access to a computer specialist who can offer technical support; (3) group dynamics in asynchronous listserv discussions mimic real-time face-to-face interactions; (4) asynchronous learning activities offer increased flexibility for adult learners, but also require either self-regulated, self-directed learners or strict deadlines monitored by the instructor; (5) self-directed learning skills need to be examined in conjunction with on-line teaching strategies; (6) distance education graduate courses for adult learners can be exciting and successful; (7) technical problems at the beginning tend to diminish later, and asynchronous conferencing leads to problems with deadlines; (8) on-line courses require two to three times more delivery time; and (9) while the class was successful with 13 students, it may be more difficult to maintain a sense of community and manage communications with a larger class size. (Contains 16 references.) (SWC)

ED 415 831 IR 018 680

Lewis, Mary B.
A Study of 21st Century Classroom Teachers' Perceptions Regarding the Training and Use of Technology in K-12 Public Schools in Tennessee.
PUB DATE- 97
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Computer Assisted Instruction; Computer Uses in Education; Educational Development; *Educational Technology; Elementary Secondary Education; Futures (of Society); *Instructional Effectiveness; *Public Schools; Statewide Planning; *Teacher Attitudes; *Teacher Education; Teacher Surveys; Teaching Methods; Training
IDENTIFIERS- Tennessee; *Training Effectiveness

In October 1990, the Tennessee State Department of Education began a project to establish a plan for educational technology which will move the state into the 21st Century; from that plan a vision for the 21st Century Classroom and an implementation plan for the Tennessee Education Network have been developed. The purpose of this study was to examine the effectiveness of the 21st Century Classroom teacher training program in K-12 public schools. Perceptions and activities of 298 elementary and secondary teachers who received and utilized the 21st Century technology and participated in state-mandated training were investigated. A four-part instrument was used to gather data on: (1) demographics; (2) whether technology was used for specific tasks (lesson planning, record keeping, communication, and instructional presentation); (3) teachers' perceptions about the use of technology as measured by several constructs - voluntariness, relative advantage, compatibility, image, complexity, demonstrability, visibility, and trial ability; and (4) usefulness of the training topics of basic concepts, word processing, data base, spreadsheet, instructional software, optical technology, and telecommunications. Results indicate that technology training for teachers is required to implement technology in the classroom. (Contains 20 references.) (AEF)

ED 415 832 IR 018 681

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Computer Networks; *Educational Finance; Electronic Equipment; Elementary Secondary Education; *Federal Aid; *Grants; Health Services; Information Technology; Internet; Public Libraries; Rural Areas; Schools; *Telecommunications
IDENTIFIERS- Access to Computers; *Access to Services; Technology Integration; *Telecommunications Act 1996

The Telecommunications Act of 1996 directs the Federal Communications Commission (FCC) to include support for advanced telecommunications--such as the Internet and computer networking--for elementary and secondary schools, public libraries, and nonprofit rural health care providers among the Universal Service Fund (USF) mandates. In its plan, the FCC created a system of sliding-scale subsidies for schools and libraries that would average 60% of eligible expenses. This Congressional Budget Office (CBO) Paper presents the CBO's baseline estimates for federal outlays and revenues under the FCC's May 1997 plan to provide those federal subsidies. CBO estimates that outlays would rise from about $0.6 billion in fiscal year 1998 to $1.2 billion in 1999. After that, outlays are expected to increase by a little more than $0.1 billion per year, reaching $2.4 billion in 2008. CBO assumes that revenues necessary to fund those expenditures will be collected as required and that the USF will be deficit neutral on a fiscal year basis. The paper includes the basis for CBO's estimates of outlays and revenues. In keeping with the CBO's mission to provide impartial information, the paper contains no recommendations. (SWC)

ED 415 850 IR 018 707

Bucher, Katherine Toth
Information Technology for Schools. Second Edition. Professional Growth Series.
PUB DATE- 98
NOTE- 400p.; For the first edition, "Computers and Technology in School Library Media Centers," see ED 377 850.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Computer Literacy; *Computer System Design; *Computer Uses in Education; Distance Education; *Educational Technology; Elementary Secondary Education; Hypermedia; *Information Technology; Internet; *Learning Resources Centers; Library Automation; Local Area Networks; Media Specialists; Multimedia Instruction; Optical Data Disks; School Libraries; Staff Development; Videodisks
IDENTIFIERS- *Technology Implementation

This book is a practical, easy-to-use reference source written to help school library media specialists cope with and enjoy technology. Along with explaining technology, the book suggests ways to set up technology, use it, manage it, troubleshoot it, and introduce it to students, teachers, and staff. The book is intended for librarians and educators with varying levels of technical knowledge and background. The book provides enough information about modern technology for school library media specialists to feel comfortable with the technology and have the basic knowledge that will help them explore individual topics in more depth. Each chapter concludes with a bibliography. The book is divided into 12 chapters: (1)

professional training program to promote quality public library service through the development of professional librarians. LSCA monies also provide library services to the institutionalized mentally ill and mentally retarded and to inmates at adult correctional facilities. This report describes the use of LSCA funds awarded for 1996 library programs and services in Alabama's seven congressional districts. A map illustrates the congressional districts in Alabama. Projects are listed by congressional district, and include library, project name, and amount of grant. (SWC)

ED 415 868 IR 056 836

Lukenbill, W. Bernard
HIV-AIDS Information and the American Library Community: An Overview of Responses to the HIV-AIDS Health Crisis.
PUB DATE- 96
NOTE- 24p.; Paper presented at the conference "Les Bibliotheques Face au SIDA," (Paris, France, December 12-13, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; *Acquired Immune Deficiency Syndrome; Community Health Services; *Federal Programs; *Information Dissemination; *Library Role; *Library Services; Medical Libraries; Public Health; Public Policy

This paper presents an overview of how American libraries have responded to the health crisis caused by HIV (Human Immunodeficiency Virus) and AIDS (Acquired Immune Deficiency Syndrome). AIDS information dissemination practices of libraries and the social role which American librarians have articulated regarding their special responsibilities are discussed. Libraries and their use of community health information services, library extension programs, and information and referral services to promote access to HIV-AIDS information are considered. An overview is provided of federal government policies regarding HIV-AIDS information, especially the establishment of information programs designed to bring information to the general public, such as the national AIDS Hotline and other program operated by the Centers for Disease Control, the U.S. Public Health Service, and the National Library of Medicine. Examples of special HIV-AIDS libraries and information centers are discussed, including the AIDS Information Network of Philadelphia and the AIDS Committee of Toronto. Typical library models of services suited for the delivery of HIV-AIDS information which have evolved in American libraries are also considered. (Contains 13 references.) (Author/MES)

ED 415 869 IR 056 837

Gould, Cheryl
Searching Smart on the World Wide Web. Tools and Techniques for Getting Quality Results. Internet Workshop Series No. 8.
PUB DATE- 98
NOTE- 90p.; "Includes a computer disk containing Netscape bookmarks and Internet Explorer favorites."
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-

tutors; (2) provide a minimum of two advanced training workshops for veteran tutors; (3) hold a recognition event to encourage retention of veteran volunteers, provide inspiration to prospective volunteers, and recognize students; (4) acquire library materials and instructional resources; (5) collaborate with librarians and directors/teachers of Head Start programs and other agencies to involve parents and children in library activities; (6) establish a satellite program; (7) contact county agencies, farmers' groups, and schools and enlist their help in publicizing information about the English as a Second Language (ESL) program; (8) contact union leaders and company management to promote involvement of employees to recruit students or volunteer tutors; and (9) to improve and maintain program staffing. Proposed and actual expenditures are compared. Details are provided on materials acquired, tutor training, library role, agencies and organizations providing services, libraries and other sites used, and impact on the ongoing literacy program. A brochure used for recruiting volunteers and a newsletter are attached. (MES)

ED 415 886 IR 056 857

Benkert, Alan G.; Glover, Jane
Groton Public Library, Final Performance Report for Library Services and Construction Act (LSCA) Title VI, Library Literacy Program.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC. Office of Library Programs. Washington, DC, Library Programs.
PUB DATE- 93
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Bookmobiles; Day Care Centers; Expenditures; *Family Literacy; Library Role; *Library Services; *Literacy Education; Low Income Groups; Outreach Programs; Preschool Education; Public Libraries; *Story Reading; Workshops
IDENTIFIERS- Project Head Start

This final performance report for Groton Public Library's Project LIFT (Libraries Involve Families Today), an outreach program designed to promote literacy among low-income families, begins with a section that provides quantitative data. The role of the library in the project is then described; participating organizations and sites used are listed; and Project LIFT is discussed. An attached narrative report, written by Natalie J. Hinshaw, discusses the accomplishments of Project LIFT during 1992-93, focusing on the activities of a roving storyteller who conducted story hours at Head Start, day care, and family support centers, and presented workshops for adult audiences. Anecdotal evidence is used to show that the project realized its goals--to motivate children, parents, and caregivers to read together and to reach adults who have reading difficulty by allowing books to flow to them through their preschoolers. Statistics are included on sites visited, registrants, story hours, and other programs. Proposed and actual expenditures are compared. (MES)

ED 415 887 IR 056 858

Toscano, Martha A.
El Paso Public Libraries, El Paso Community College, Final

(Information); Volunteer Training; Volunteers; *Writing Instruction
IDENTIFIERS- Library Services and Construction Act; Tutor Training

This final performance report provides project outcome information and data to the U.S. Department of Education for the federally-funded Library Literacy Program. The Jackson District Library (Michigan) conducted a project that involved recruitment, retention, public awareness, training, basic literacy, collection development, tutoring, employment oriented, intergenerational/family, and English as a Second Language (ESL) programs. The project served a community of 100,000-200,000 people, and targeted the homeless, learning disabled, workforce/workplace learners, seniors/older citizens, and intergenerational/families. Tutoring was done one-on-one, using the Michigan Method. The project served 96 adult learners, and provided 1,583 hours of direct tutoring service. This report describes activities from October 1992-September 1993 and provides: a comparison of actual accomplishments to goals and objectives set forth in the grant application; a comparison between proposed and actual expenditures; specific details of activities undertaken; the role the library played in the accomplishment of the goals and objectives; agencies and organizations that assisted in the project; and the impact of the federal project on the ongoing program of the library. Appendices include: newspaper articles highlighting the program; literacy council newsletters; "New Voices in Writing"--a compilation of student writing; tutor training evaluation form and compilation of results; tutor handbook; program brochures and flyers; reading tips for parents; and "Read All About It!"--a supplement to the "Jackson Citizen Patriot" in honor of National Literacy Day. (SWC)

ED 415 904 IR 056 875

Smink, Nancy J.; Bridal, Wendy
Pottsville Free Public Library, Final Performance Report for Library Services and Construction Act (LSCA) Title VI, Library Literacy Program.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC. Office of Library Programs.
PUB DATE- 93
NOTE- 74p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Learning; *Adult Literacy; Adult Students; English (Second Language); Federal Programs; Grants; Library Collection Development; Library Role; Library Services; *Literacy Education; Public Libraries; Publicity; Second Language Instruction; Tutoring; Tutors; User Needs (Information); Volunteer Training; Volunteers
IDENTIFIERS- Library Services and Construction Act; Pottsville Free Public Library PA; Tutor Training

This final performance report provides project outcome information and data to the U.S. Department of Education for the federally-funded Library Literacy Program. The Pottsville Free Public Library conducted a project that involved recruitment, retention, public awareness, training, basic literacy, collection development, tutoring, other technology, and English as a Second Language (ESL) programs. The project served a community of 100,000-200,000 people. Tutoring was done one-on-one, using the Laubach and Literacy Volunteers of America (LVA) methods. The project served 156 adult learners,

DESCRIPTORS- Community Colleges; *Enrollment; *Enrollment Trends; Ethnic Groups; *Full Time Equivalency; Minority Groups; School Districts; School Statistics; *Student Characteristics; Tables (Data); *Technical Institutes; Transfer Students; Two Year College Students; Two Year Colleges
IDENTIFIERS- *Wisconsin Technical College System

Selected student statistics from Wisconsin Technical College (WTC) System for the year 1995-1996 are presented. The six main sections consist of brief summaries of information and various tables of data. Following a map of the WTC district and an introduction, the first section contains tables of student enrollment by category from 1986-96, by district in 1995-96, and FTE enrollment by district in 1994-95. The next section deals with selected student characteristics in 1995-96 by district and state totals. Tables are provided on state target population enrollment from 1986-96, and the district target population enrollment in 1995-96. The report then shows state enrollment by race/ethnicity from 1986-96, and district enrollment by race/ethnicity in 1995-96. Data is offered on enrollment by county of residence in 1995-96. The report concludes with information on student transfers to WTC System districts from 1991-96. (YKH)

ED 415 923 JC 980 084

Maldonado, Carmen
SYRIT Computer School Systems Report.
PUB DATE- 98
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Audits (Verification); Community Colleges; *Compliance (Legal); Educational Administration; Educational Finance; *Eligibility; English (Second Language); Financial Audits; Full Time Students; Government Role; Government School Relationship; Residence Requirements; Resource Allocation; State Aid; State Legislation; *Student Financial Aid; Tuition Grants; *Two Year College Students; Two Year Colleges
IDENTIFIERS- *SYRIT Computer School Systems NY; Tuition Assistance Program NY

The 1991-92 and 1993-94 audit for SYRIT Computer School Systems revealed noncompliance of appropriate law and regulations in certifying students for Tuition Assistance Program (TAP) awards. SYRIT was overpaid $2,817,394 because school officials incorrectly certified student eligibility. The audit also discovered that students graduated and were not offered the required 1,440 hours in an educationally sound manner, students were taught by unlicensed teachers, students were taught in classes that exceeded the approved student/teacher ratios, and students were admitted who did not meet the state residency requirements. SYRIT management practices were also questionable. Tuition rates had been increased to certify students for TAP eligibility and ensure them a larger TAP award. Tuition was also adjusted for each student by writing off or waiving any unpaid balances after all financial aid had been applied. Additionally, students in the ESL/Computer Programming and ESL/Accounting programs dropped out after taking only the ESL portion--if they had been enrolled in the regular ESL program, they wouldn't have been eligible for TAP. Recommendations for education departments include recovering incorrect certification money and assuring the compliance of SYRIT with educational requirements. (YKH) demographic information including ethnicity, gender, age, academic background, and language background was also determined. Principle findings of the study include (1) non-white students may need more instruction about study habits and help with combating test anxiety than whites; (2) younger students, especially males, may need additional instruction about study habits; (3) female students are in greater need for help than males with overcoming test anxiety; and (4) the best predictor of higher levels of test anxiety is lower study skills. Provides several tables of data. (Contains 18 references.) (YKH)

ED 415 943 JC 980 106

Austin, Suzanne S.
Transactional Writing: Empowering Women and Girls to Win at Mathematics.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 98
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Algebra; College Mathematics; College School Cooperation; Community Colleges; Educational Strategies; *Empowerment; Evaluation Methods; *Females; Instructional Effectiveness; *Mathematics Achievement; Mathematics Curriculum; Mathematics Education; Partnerships in Education; Secondary School Mathematics; Sex Bias; Sex Differences; *Student Attitudes; Technical Writing; Two Year College Students; Two Year Colleges; *Writing Across the Curriculum; Writing Instruction
IDENTIFIERS- Dade County Public Schools FL; *Miami Dade Community College FL; Miami Public Schools FL; Revised Mathematics Attitude Scale; Stanford Achievement Tests; Transactional Writing

Miami-Dade community colleges and middle schools participated in a three-year project designed to improve female students' mathematics skills and prepare them for technical jobs. Faculty encouraged the application of transactional writing in college and middle school algebra, to determine whether combining communication skills with mathematical skills would have a positive effect on achievement and attitude. Math and English faculty examined student transactional writing exercises for inconsistencies and state-mandated quality writing, and handed back comments. Students then turned in revisions. Project results were evaluated by raw scores on algebra placement tests for college, and the scaled math scores on the Stanford Achievement Test for middle school; attitude was measured by the Revised Mathematics Attitude Scale. Outcomes for college algebra included higher grades for the writing group, with females receiving higher pass rates than males, and a positive change in attitude towards mathematics for everyone except female non-writers. Outcomes for middle school algebra indicated that writers outperformed non-writers, with female writers showing the greatest improvement. Female writers and male non-writers showed positive changes in attitude towards mathematics. (Contains 27 references.) (YKH)

ED 415 944 JC 980 107

Cline, Larry; Kepner, Jim
The Community/Technical College and Community Economic Development: No Longer a Matter of Choice!

developing fluid systems of outreach to families and community settings in the service of enhancing children's early wellness. The chapter then describes the Primary Mental Health Project (PMHP), a program for early detection and prevention of children's school adjustment problems, including its accomplishments and limitations. Four prevention focal points of the program are noted: (1) focus on primary graders before problems take root and fan out; (2) systematic use of screening and early detection procedures; (3) use of carefully selected child associates as the program's prime, direct help-agents; and (4) modification of professional roles to feature systematic early screening to identify children at risk. The chapter makes two recommendations for the future: (1) greater proportions of the total school mental health effort must be invested in proactive activities; and (2) modifications must be made in the preparation and training of school and other mental health professionals. Contains over 80 references. (SD)

ED 415 962 PS 026 129

Rotheram-Borus, Mary Jane
Mental Health Services for Children and Adolescents.
PUB DATE- 97
NOTE- 31p.; In: Establishing Preventive Services. Healthy Children 2010. Issues in Children's and Families' Lives, Vol. 9; see PS 026 124.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adolescents; Change Strategies; *Child Health; Child Psychology; Child Welfare; Childhood Needs; Community Programs; Delivery Systems; Early Intervention; Health Promotion; *Health Services; Integrated Services; *Mental Health; *Mental Health Programs; Objectives; Prevention; Psychiatric Services; Psychological Services; Psychotherapy; Public Health
IDENTIFIERS- *Healthy Children 2010; Healthy People 2000; Preventive Education; *Service Delivery Assessment; Service Quality

This article reviews the progress made in meeting United States' existing mental health goals for adolescents, and identifies issues that will have to be considered in setting new goals. The article examines the substantial need for child mental health services, particularly among young, socioeconomically disadvantaged youth. The unmet need for services is also described within the framework of children involved in various social service systems. To assist in the delivery of mental health services, a theoretical model guiding emerging policy is described, which addresses access, managed care, sector shifting, ethnic patterns, child and family factors, quality of care, service integration, and outcomes. Finally, recommendations are offered for improving the targeted goals for Healthy People 2010 in the following three areas: (1) improve the transfer of technology for delivering psychotherapeutic interventions in community-based settings; (2) question the current models of delivering psychotherapy by practitioners who are generalists; and (3) examine alternative financing structures for the delivery of care within primary health care, education, and other sectors. Three strategies for setting goals are suggested: (1) set goals for communities rather than at national levels; (2) set up a national surveillance system to monitor implementation on an annual basis; and (3) establish an incentive system. Contains students' progress believed that, in most cases, the children benefited. Reasons given for retention included great potential but lack of effort, need for special education but refusal of parents to permit it, and excessive absences. Teachers agreed that retention is more beneficial in primary rather than upper grades, and that social promotion is not beneficial. Teachers supported strong intervention programs and "bridge" or ungraded classes for at-risk students. (Contains six references.) (EV)

ED 415 981 PS 026 165

Rivera, Maida; Carrasquillo, Jeanette
Spoiled or Spectacular? A Look at the Only Child.
PUB DATE- 97
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- Child Development; Interpersonal Competence; *Parent Attitudes; Peer Relationship; Personality; *Stereotypes; *Teacher Attitudes
IDENTIFIERS- Only Child Family; *Only Children

The only child has traditionally been thought to lack appropriate social skills, self-esteem, or friends. Recent research, as summarized in this paper, contradicts these popular beliefs. In level of achievement and intelligence, only-children appear to have an advantage over children with siblings; research on their sociability and self-esteem has also revealed positive aspects. An interview conducted with parents and teachers of 10 4-year-old only-children in a Bronx Head Start program showed that stereotypes against only children are still influencing popular opinion. Teachers viewed only-children as more attention-seeking, more mature and intelligent, and tending to have undeveloped social skills. Parents expressed concern about their children's social skills, need for attention, and shortage of playmates, but felt that higher lifestyles and maturity levels were benefits of being only-children. (Includes recommendations for making the only-child's experience a positive one. Contains 27 references.) (EV)

ED 415 982 PS 026 166

Taddeo, Danielle
Increasing Fears in Childhood.
PUB DATE- 96
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Childhood Attitudes; Children; Classroom Techniques; Coping; Emotional Response; *Fear; Grade 2; Primary Education; Stress Management; Violence
IDENTIFIERS- Gangs; New York City Board of Education

This study involved a survey based on a preliminary poll asking children in a Bronx (New York) classroom (N=26) to list their fears. Many children have fears at all levels of severity. The general perception seems to be that in recent years children are more stressed and less equipped to handle fear. The initial poll revealed that children's fears were very similar, and included a parent dying or getting sick, gang violence, domestic violence, violence on television, and being left alone or abandoned. The survey consisted of 21 questions administered to 26 children in a second grade classroom. The questions asked the National Survey of Children (NSC). Major findings indicated that although controlling for maternal background characteristics reduced the effects of teen motherhood on child well-being, the deleterious effect of being born to young teens remained statistically significant on children's cognitive achievement scores, grade repetition, teacher rating of school performance, and home environment quality. The deleterious consequences of teen childbearing extended to their subsequent children. There was a persistently negative effect of early childbearing in the cognitive domain. The NLSY-CS revealed that 4- to 14-year-old children of the youngest teens performed more poorly on tests of cognitive ability, and NSC results showed that the offspring of teens were more likely to be retained and less likely to be perceived by their teachers as performing favorably in high school. Behavior difficulties such as running away, early sexual activity, and teen motherhood emerged among children in the NSC. (Contains 20 references.) (Author/JC)

ED 415 999 PS 026 185

Zaslow, Martha J.; Berlin, Lisa J.; Brooks-Gunn, Jeanne; Coiro, Mary Jo; Spiker, Donna; Moore, Kristin A.; Blumenthal, Connie; Brown, Brett
Differentiating among Measures of Parenting Behavior in Two Studies of Mothers and Their Preschoolers: The Role of Informant and Context.
PUB DATE- 95
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Blacks; Child Development; Comparative Analysis; *Context Effect; Interaction; *Parent Child Relationship; Preschool Children; Preschool Education; *Research Methodology
IDENTIFIERS- African Americans; Infant Health and Development Program; Job Opportunities and Basic Skills Program; *Researcher Role

Two studies suggested that measures of parenting behavior should be differentiated according to source of information (maternal report, interviewer rating) and the context (naturally occurring situation, structured situation). Study 1 used data from an interview portion of the JOBS Child Outcomes Study, whereby mothers and interviewers documented their perceptions of maternal behavior in interaction with their preschool children. This subset of data documented the family circumstances of 790 low-income single African American mothers of preschool children. In the current analysis, the interviewer ratings and maternal reports were used to construct parenting indices in order to compare the two measures and their relative importance in stimulation, maternal warmth, and discipline. Measures were also taken of child development in receptive language abilities and personal maturity. Results indicated that interviewer report of maternal warmth seemed to be particularly important in predicting child development. Study 2 used data from the Infant Health and Development Program, and compared measures of spontaneous parent behavior to measures of parent behavior elicited in a structured setting. Interviews using a modified HOME inventory test with 486 white and African American families comprised the structured component. The videotaped spontaneous setting was a problem-solving task for the child which required the mother's assistance. This comparison found that predictions about child development varied with the context of the measures used, and the variance was different for each racial group. (Nine tables detail survey parents, stories from the author's work with families, and anecdotes from RIE parent/infant guidance classes. (Contains 14 references and a list of available RIE material.) (EV)

ED 416 016 PS 026 229

Sugland, Barbara W.; Zaslow, Martha; Nord, Christine Winquist
Risk, Vulnerability, and Resilience among Youth: In Search of a Conceptual Framework.
SPONS. AGENCY- Ford Foundation, New York, NY.; Grant (W.T.) Foundation, New York, NY.
PUB DATE- 93
NOTE- 43p.; Paper prepared for the Ford and William T. Grant Foundations Pathways to Achievement Among At-Risk Youth (November 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adolescents; *At Risk Persons; Coping; Definitions; Developmental Psychology; Disadvantaged Youth; High Risk Students; Models; Predictor Variables; *Resilience (Personality); Sociology
IDENTIFIERS- *Conceptual Frameworks; Conceptual Models

Most youth in America have a good chance of becoming productive members of adult society. However, for a particular group of young people, at-risk youth, the probability of maturing into responsible adulthood is less certain. "At-risk youth" is a term commonly used to describe those adolescents for whom there is a high probability (risk) of negative life events, because their demographic, individual, economic, or social characteristics predict that they are vulnerable. This paper reviews research on risk and resilience from two primary disciplines--developmental psychology/psychopathology and social demography/sociology. The paper is one piece of a larger research endeavor, "Pathways to Achievement Among At-Risk Youth," that focuses on socioeconomic achievements among disadvantaged adolescents. The review briefly summarizes research approaches, operationalizations, and key findings from the two research traditions. The goal of the review is to highlight consistencies across disciplines in hopes of developing a coherent framework that can be used to study resilient behavior among at-risk youth. From this interdisciplinary perspective, the paper attempts to extract a more comprehensive list of both risk and protective factors, and a sense of the range of options in operationalizing these variables. The paper concludes by integrating these findings into a new conceptual framework for understanding resilience among disadvantaged youth. (Contains 51 references.) (EV)

ED 416 017 PS 026 230

Jarrett, Joyce
Teens' Children: Charting Their Progress through Research. Teenage Mothers Project.
PUB DATE- 95
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Day Care; *Early Childhood Education; *Early Intervention; *Early Parenthood; Foreign Countries; *Parent Child Relationship; *Parent Education;

Fatherhood and Motherhood in a Diverse and Changing World (59th, Arlington, VA, November 7-10, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Aggression; *Child Rearing; Children; Cultural Influences; Delinquency; Family (Sociological Unit); *Fatherless Family; *Fathers; *Marriage; One Parent Family; Parent Influence; *Parent Role; Sexuality; Social Problems; Sociocultural Patterns; *Youth Problems

The increasing percentage of children living apart from their natural fathers is an unpredicted, and not widely discussed, trend. Fatherlessness is a major force behind many disturbing U.S. social problems. The institution of marriage acts as culture's chief vehicle to bind men to their children. The absence of fathers from children's lives is one of the most important causes of problems related to children's well-being such as increasing rates of juvenile violent crime, depression and eating disorders, teen suicide, and substance abuse. The economic difficulties experienced by mother-headed families ultimately account for many of the disadvantages found among fatherless children. Fathers make unique contributions to child rearing, including a parenting style different from mothers and an emphasis on play, which facilitates normal emotional development. The largest negative consequence of father absence is juvenile delinquency and violence, and early sexual activity. Marriage and childrearing act as extremely important civilizing forces for men; when there are large numbers of young, unattached males concentrated in one place, there are increases in social disorder. It is necessary to undo the cultural shift toward radical individualism to restore marriage and reinstate fathers in their children's lives. Changes in the attitudes and actions of employers, religious leaders, family scholars, marriage counselors, legislators, and the entertainment industry could strengthen the institution of marriage. Fathers' role must be redefined to involve full engagement in their children's development from the beginning. (Contains 33 references.) (KB)

ED 416 036 PS 026 310

Meisels, Samuel J.; Atkins-Burnett, Sally; Nicholson, Julie
Assessment of Social Competence, Adaptive Behaviors, and Approaches to Learning with Young Children. Working Paper Series.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 96
NOTE- 115p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Adjustment (to Environment); Affective Measures; Behavior Problems; *Cognitive Style; *Elementary School Students; Evaluation Methods; *Interpersonal Competence; *Measurement Techniques; Observation; Primary Education; Sociometric Techniques
IDENTIFIERS- Early Childhood Longitudinal Study; Social Skills Rating System; Social Skills Testing

Prepared in support of the Early Childhood Longitudinal Study (ECLS), which will examine children's early school experiences beginning with kindergarten, this working paper focuses on "amoeba" model provides several metaphors for managing the complexity of work-related problem-solving, in that like the amoeba, good problem-solving is transparent (few hidden agendas, abundant high-quality communication); is deliberate (done with care and attention); has no permanent "internal structures" (the decision-making path depends on the changing nature of the problem and environment); and can bend and reshape itself to adjust to the environment. The image of a pull-down menu suggests the following nonlinear elements of problem solving: generating ideas, identifying decision criteria, prioritizing items, analyzing the list, and splitting independent items apart to be dealt with separately. Includes a list of eight organizational change "insights." (Author/SV)

ED 416 054 RC 021 383

Gass, Michael; Dolcino, Carina
The Family Expedition Program: Adventure Family Therapy in the Home As Well As in the Outdoors.
PUB DATE- 96
NOTE- 7p.; In: Spawning New Ideas: A Cycle of Discovery; see RC 021 376.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Family Environment; Family Programs; Family Relationship; *Home Visits; Informal Assessment; *Play Therapy
IDENTIFIERS- *Adventure Therapy; Family Communication; *Family Therapy

The Family Expedition is a federally funded program designed to foster healthy changes in families with troubled adolescents through multifamily adventure therapy experiences. Each Family Expedition cycle is 4 months long, consisting of six multifamily sessions and three home visits. Each 90-minute home visit gives families time to focus on specific issues they may not wish to address in the multifamily group. During the initial home visit, the therapists affiliate with the family, outline the investment necessary for program participation, inform the family about potential change processes, introduce solution-oriented goal setting, and collect information for assessment and formulation of hypotheses. A useful model for guiding this first visit is the CHANGES model, which focuses on examining the client context, hypothesizing about potential client issues and resolutions, utilizing a novel action to determine the validity of therapists' hypotheses, generating information, evaluating initial hypotheses, and establishing potential solutions. The "novel action" is begun within the first 15 minutes in order to lower anxiety levels, engage all family members, and draw family members into a "safe but not too comfortable environment" in which their belief systems are projected onto the novel activity for the therapists to observe. Seven guidelines for home visits using the CHANGES model are outlined. A case example describes the use of the board game "Pass the Pigs" as part of assessment and goal setting. (Author/SV)

ED 416 055 RC 021 384

Gray, Melissa; Tarter, Shana Lee
Case Studies in Wilderness Medicine.
PUB DATE- 96
NOTE- 7p.; In: Spawning New Ideas: A Cycle of Discovery; see RC

This paper focuses on one aspect of a Four Directions Challenge in Technology Grant that deals with the use of telecommunications to facilitate the generation of technology-enhanced, culturally-relevant curriculum. The grant supports the position that technology offers an opportunity for Native Americans to tell their stories in their own voices while participating in the global community. The 19 schools participating in this project access world resources via telecommunication systems and share with the world through the creation of virtual museums, multimedia productions, and curricula that reflect Native American interests, needs, values, and historical richness. Grant goals include: (1) restructuring curricula through building on local cultures and values; (2) collaborating across sites through on-site and on-line training and cooperative teaming; (3) creating networked virtual communities with Internet presence; (4) maintaining a network database of teaching, assessment, professional development, and student-created resources organized by Goals for American Indians, Alaskan Natives, and national standards; and (5) creating a research-based evaluation model. (DDR)

ED 416 075　　　　SE 061 089

Companion Animals. Information Packet.
PUB DATE- 96
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Elementary Secondary Education; Higher Education; *Instructional Materials; *Laboratory Animals; *Medical Research; *Pets; *Science Education; Stealing; *Veterinary Medicine
IDENTIFIERS- *Animal Welfare; Vivisection

This collection of articles reprinted from other National Anti-Vivisection Society (NAVS) publications was compiled to educate the public on issues of importance to NAVS concerning companion animals. Topics covered include spaying and neutering, animal safety, pet theft, and the use of cats and dogs in research. The article on spaying and neutering presents some basic facts about population control in cats and dogs, benefits of surgically sterilizing pets, and early (prepubertal) sterilization. It states that in cats, population control should focus on cats four years of age and younger which produce 90% of kittens in human care while in dogs, euthanasia is not an issue of overpopulation but of aberrant caretaking which leads to euthanasia. The article on animal safety addresses confinement and identification systems to keep animals from getting lost. It contains warnings about leaving animals unsupervised to become targets for pet thieves. Two other articles devoted entirely to pet theft discuss the federal government's failure to enforce the Animal Welfare Act, particularly the recordkeeping requirements for animal brokers who obtain animals from random sources. Those articles addressing the use of cats and dogs for research purposes discuss the histories of the animals as well as scientific arguments against animal experimentation. (PVD)

ED 416 076　　　　SE 061 092

Dissection & Science Fairs. Information Packet.
PUB DATE- 97
NOTE- 102p.
LANGUAGE- English

or neutral jobs. Older (4-6) students were asked about 12 school subjects and for each subject were asked about their positive affect, perceived self-competence, the effort expended, the perceived importance for their future, the grade expected, and the perceived sex-role stereotyping of jobs related to the subject. For each of the four subjects used for younger elementary students, parents were asked to indicate their own perceived competence, their perception of their child's competence, the importance for their child's future, their day-to-day usage, and how well they expected their child to perform. Major findings included: (1) girls perceived higher competence in reading and boys in physical science; (2) boys and girls did not differ in liking of science--girls liked reading more than boys; (3) parents perceived boys as more competent in science; (4) parents perceived reading and math as more important for younger students; (5) science was perceived as more important for boys by parents; and (6) both boys and girls saw jobs related to science as more male dominated than female dominated. This finding was as true for the younger students as the older students. These results provide a more comprehensive picture of the development of attitudes about science in the elementary school than had previously existed. In many ways they were consistent with expectations from research with older students; however, the results suggest that part of the genesis of gender differences in science achievement and science-related careers, particularly in physical science, may lie in attitudinal reactions that begin to develop even at the earliest elementary school years. Additional analyses and discussion are described in the full report. Contains 82 references. (Author/NB)

ED 416 093 SE 061 143

Robinson, Scott
Rat Bags and Dragon Ladies.
PUB DATE- 97
NOTE- 13p.; Paper presented at the Northeast Regional Meeting of the Association for Education of Teachers in Science (Syracuse, NY, October 16-17, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Modification; Case Studies; *Classroom Techniques; *Discipline Problems; Educational Objectives; Foreign Countries; High School Students; Instructional Development; Interpersonal Communication; Negative Attitudes; *Reflective Teaching; *Resistance (Psychology); Science Education; Secondary School Teachers; Social Networks; Story Telling; *Student Behavior; Teacher Education; *Teacher Student Relationship
IDENTIFIERS- Australia

This qualitative study focuses on the classroom interactions of a high school science teacher and a resistant learner in a Grade 10 science class in Australia. Data are presented in the context of a creative nonfiction story based on experiences in a rural Australian high school. In the story, a science teacher lives up to the expectations of students, parents, and administrators by requiring a disruptive student to follow classroom rules. The teacher seeks advice from parents, teachers, and administrators for handling the resistant learner. By reflecting on action and having a network of support, the teacher adjusts her management style to help the student internalize socially acceptable classroom behavior.

Africa. The lesson strategies cover confronting African myths and stereotypes; avoiding faulty generalizations; presenting a balanced view; limiting the scope of African study; and avoiding outdated materials. Methods for integrating the study of Africa into elementary and secondary school curricula through the disciplines of social studies (extends to United States history, sociology, and economics), language arts, French, art, music, science, and mathematics are noted. Resources for teaching about Africa include: Internet, bibliographies, museums, Peace Corps, guest speakers, embassies, teachers' travel experiences and "National Resource Centers" (organizations, designated by the U.S. Department of Education, offering a wide range of assistance and materials for teachers and students). Contains 31 references including 19 ERIC resources. (CB)

ED 416 116 SO 027 368

White, Charles S.
Information Technology and Citizen Participation.
PUB DATE- 96
NOTE- 17p.; Paper presented at the Annual Meeting of the Social Science Education Consortium (Sanibel Island, FL, June 7, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Citizen Participation; *Citizen Role; *Citizenship; Citizenship Education; Citizenship Responsibility; Computer Networks; *Democracy; Electronic Mail; Higher Education; Information Dissemination; Information Networks; *Internet

This paper explores the claims of technology's ability to enhance citizen participation, with particular attention focused on the Internet. The claims are grounded within the larger context of political theory, specifically the tension between representative and direct forms of democracy. Sections of the paper are: Introduction; "What's Wrong with Government and Politics Today?"; "The Citizens We Ought To Be"; "The Citizens We Are"; "Elitist Theory of Democracy and the Argument for Representative Democracy"; "Increasing Citizen Participation: The Pros and Cons"; "Information Technology and Citizen Participation"; "Internet as Democracy's Venue"; "Internet: Democratic to a Fault"; "The Internet and Electronic Democracy: Under Construction"; and Conclusion. (Contains 19 references.) (EH)

ED 416 117 SO 027 399

Pai, Young; Adler, Susan A.
Cultural Foundations of Education. Second Edition.
PUB DATE- 97
NOTE- 251p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- American Indians; Blacks; Case Studies; Comparative Education; Cultural Context; *Educational Anthropology; Educational History; Educational Philosophy; *Foundations of Education; Higher Education; Hispanic Americans; *Multicultural Education; *United States History; Whites
IDENTIFIERS- Hispanic American Students; Native Americans

This book is designed to provide educators and prospective educators with knowledge essential to making decisions about

DESCRIPTORS- *Agriculture; Animal Husbandry; *Economics; Farmers; *Food; *Genetics; Livestock; *Natural Resources; Secondary Education; Social Studies; Technology
IDENTIFIERS- *Pork

The booklet describes the STAGES (Swine Testing and Genetic Evaluation System) program developed at Purdue University (Indiana), along with the USDA, National Pork Producers Council and swine breed associations. By selecting breeding stock from a coded catalogue developed by STAGES, producers are able to select the best breeding stock for more efficient production. The booklet concludes with a student quiz. (EH)

ED 416 141 SO 027 926

Welch, Mary A., Ed.
Food Processing and Marketing: New Directions...New Opportunities.
PUB DATE- 95
NOTE- 17p.; For other booklets in this series, see SO 027 918-929. Some photographs may not reproduce well. Printed with red ink.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Agribusiness; *Agriculture; *Economics; *Food; *Food Processing Occupations; Foreign Countries; *Marketing; *Natural Resources; Secondary Education; Social Studies
IDENTIFIERS- *Tomatoes

This issue uses tomato processing to illustrate the new directions and opportunities available in the food market. Comparative advantage and economies of scale are discussed in relation to markets. Forecasting success in the market is attributed to studying consumer consumption trends by type and monitoring standards of living in 32 newly industrialized countries throughout the world. The booklet concludes with a student quiz. (EH)

ED 416 142 SO 027 927

Welch, Mary A., Ed.
Adding Value to Indiana's Commodities.
PUB DATE- 95
NOTE- 25p.; For other booklets in this series, see SO 027 918-929. Some photographs may not reproduce well. Printed on colored paper.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Agriculture; *Economics; Food; *Food Processing Occupations; *Marketing; *Natural Resources; Secondary Education; Social Studies; *Technology
IDENTIFIERS- *Indiana; *Value Added

Food processing plants are adding value to bulk and intermediate products to sell overseas. The Asian Pacific Rim economies constituted the largest market for consumer food products in 1993. This shift toward consumer food imports in this area is due to more women working outside the home, the

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Childrens Literature; *Citizenship Education; Civics; Elementary Education; Law Related Education; *Social Studies; United States Government (Course)
IDENTIFIERS- Trade Books

A discussion of literary works can aid in the development of civic understanding among elementary school children. This resource provides reviews for more than 100 children's literature titles. Each entry includes grade level and bibliographic information. Teaching guides are provided for 20 titles and include a summary of the story, suggestions for introducing the title, discussion questions, and follow-up activities. Three titles are featured that serve as centerpieces for thematic units designed to increase student understanding of citizenship. The titles are (1) "Freedom of Expression"; (2) "What Makes a Good Citizen?"; and (3) "Equal and Equitable: What's the Difference." Contains 14 references and a title index. (WG)

ED 416 168 SO 028 862

Compendium of Research Supporting Law-Related Education. Part I: Law-Related Education as Practiced by the National Training and Dissemination Program/ Youth for Justice.
SPONS. AGENCY- Office of Juvenile Justice and Delinquent Prevention (Dept. of Justice), Washington, DC.
PUB DATE- 97
NOTE- 281p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Citizenship Education; *Delinquency Prevention; Educational Research; Elementary Secondary Education; *Law Related Education; Social Studies

This compendium contains 15 reports in a review of the research literature supporting law-related education (LRE) in the schools. Historical research and current findings are presented. The first part of this compendium is organized into three sections. Section 1 focuses on the research that has provided the foundation for the vision of LRE practiced by the National Training and Dissemination Program/Youth for Justice, including both the impact study conducted in the early 1980s and an ethnographic study of institutionalization of LRE conducted later in the decade. Section 2 looks at other research on school-based law-related/civic education. The final section presents 12 articles on research in other areas of education--social studies generally, for example--that support the project vision of LRE. (WG)

ED 416 169 SO 028 913

Nunez, Lucia; Foudy, Patricia; Hedlund, Kerren
An Agenda for Peace: The Role of the United Nations.
PUB DATE- 95
NOTE- 234p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Conflict Resolution; *Environment; Foreign

experience, awareness of the paraprofessional's enrollment in the course, and beliefs about change in the paraprofessional's behaviors related to working with students with disabilities. The paraprofessional questionnaire asked about educational background, current position, experience, and beliefs about course effectiveness and impact. In an essay, paraprofessionals discussed whether or not they responded differently to student behavior following the course. Results indicated that course participants had improved job performance and greater knowledge of course content and their occupational roles in the classroom. Participants believed they understood and responded to student behavior more appropriately since taking the courses. Many indicated an intention to continue college level study and pursue a career in teaching. (SM)

ED 416 187 SP 037 755

Morgan, Jill; Ashbaker, Betty
Proceedings of the Annual Utah Paraeducator Conference (3rd, Ogden, Utah, November 7-8, 1997).
PUB DATE- 97
NOTE- 81p.; Contains abstracts and handouts pertaining to presentations, but no complete papers.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adolescents; Attention Deficit Disorders; Behavior Problems; Classroom Techniques; Crisis Intervention; Deaf Blind; Disabilities; Discipline Problems; Elementary Secondary Education; Inclusive Schools; Limited English Speaking; Mainstreaming; Mathematics Education; *Paraprofessional School Personnel; Professional Development; Psychomotor Skills; Reading Instruction; Special Health Problems; Speech Impairments; Student Behavior; Teacher Student Relationship
IDENTIFIERS- Individuals with Disabilities Education Act; Organizational Skills; Utah

This paper gives a brief outline of the Third Annual Paraeducator Conference. Papers include: "How to Stop Problematic Behaviors" (H. K. Reavis); "Using Incentives with Tough Kids" (W. R. Jenson); "How Do I Accurately and Successfully Dispute My Own Worst Thoughts?" (M. W. Egan); "IDEA '97: The Law has Changed: What Does it Mean in My Job?" (C. Harrington); "Delegation of Medical Procedures" (K. Briggs and C. Vaubel); "Self-Management and Effective Classroom Practice" (J. Maack and J. Hancock); "Organizational Strategies for Teens" (L. Sorensen and K. Cutler); "Understanding the ADHD Student: The Turmoil Within" (T. Illes); "Working Effectively with Paraeducators in the Classroom: A Presentation of a Supervision Training Program" (B. Morgan); "The Peaceful Classroom: Getting Yourself on the Right Track" (J. Crapo, J. Buckmiller, and M. Caldwell); "Developing a Credentialing Model for Early Intervention Paraprofessionals" (D. Behl, A. Akers, and L. Ebersole-Gilgen); "What are We All About? Title I in Utah" (S. Johnson and N. Casillas); "I Wonder If This Kid Has a Speech Problem?" (J. Taylor); "Two Heads are Better Than One: Effective Ways to Pair Professionals with Paraprofessionals" (S. Saldana); "The Paraeducator's Role in Enhancing Fine Motor and Gross Motor Skills" (J. Passman, M. Sanders, and T. Pacheco); "Numbers! Numbers! Instructional Activities that Make Sense" (L. Dekker); "Educational Opportunities for Paraeducators" (K. McConaughy); "Paraeducators as Interveners: Providing Services for Students 0-21 Who are Deaf/Blind" (L. Alsop); "Reading with Strategies" (J. Thorpe); "Positive Behavior Management in the Classroom" (S. Schowe); "How to be an Effective Paraeducator" (C. Feraco);

IDENTIFIERS- New York; *Systemic Change

This paper describes how one New York City school district uses staff development to change instruction system-wide, discussing the role local school districts play in systemic school improvement and the role of professional development in connecting reform policy to classroom practice. The paper emphasizes the district's sustained attention to school improvement through professional development. The district's improvement strategy includes: (1) a set of organizing principles about the process of systemic change and the role of professional development in that process and (2) a set of specific activities that emphasize system-wide improvement of instruction. Its staff development has distinctively organized professional development models. Organizing principles include: focusing only on instruction; viewing instructional change as a long, multi-stage process; sharing expertise to drive instructional change; emphasizing system-wide improvement; working together to generate good ideas; setting clear expectations, then decentralizing; and promoting collegiality, caring, and respect. Specific professional development models include the professional development laboratory; instructional consulting services; inter-visitation and peer networks; off-site training; and oversight and principal site visits. This project's professional development is kept visible in the district budget, with the district committed to spending a specific proportion of the budget as an expression of the priority it places on professional development. The district uses multi-pocket budgeting to support this effort (orchestrating multiple sources of revenue around one priority to produce maximum revenue for that purpose). Four appendixes present sample agendas, schedules, and forms and a description of one program. (SM)

ED 416 204   SP 037 775

Summerfield, Liane M.
Promoting Physical Activity and Exercise among Children. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Elementary Secondary Education; *Exercise; *Health Promotion; *Health Related Fitness; Obesity; *Physical Activity Level; Physical Development; *Physical Education; Program Development
IDENTIFIERS- ERIC Digests

This Digest discusses the importance of and ways to foster activity and exercise in children. Following an introduction, the Digest is organized into four sections. The first section deals with the significant health benefits of physical activity, including: reduction in chronic disease risk; lowered risk of colon cancer; increase in bone density; reduction of anxiety, improvement in body image and mood; development of physical fitness; and promotion of weight control. Section two discusses childhood obesity. The third section assesses how much physical activity is enough and suggests that among young people such activity can be promoted by daily planned and structured physical education. The final section describes ways

*Research Reports; Response Rates (Questionnaires); State Programs; *Student Characteristics; Tables (Data); *Test Use; *Trend Analysis; *User Needs (Information)
IDENTIFIERS- Educational Indicators; *National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP), the only accurate and credible indicator of educational performance capable of informing about national trends and state differences in student achievement, serves many different constituencies whose opinions must figure heavily in determining the future directions of the NAEP. To identify, analyze, and compare opinions of some key NAEP constituencies, a multi-stage process was undertaken that began with the identification of some key components through consultation with the National Center for Education Statistics and the National Assessment Governing Board. A survey was developed and administered to representatives of the eight key constituent groups, generally associations of educators and government representatives. With telephone follow-up, the overall response rate was 83% (352) completed surveys. Focus groups were conducted to assess opinions about these issues with representatives of seven other NAEP constituencies, including educational administrators, teachers, and the public. Although the constituent groups did not have identical opinions on the issues discussed in the survey and focus groups, there were many cases in which similar opinions were expressed. Attitudes common to most respondents include the recognition that instructional practices, student characteristics, and school characteristics are important background variables to measure, although they might be measured and reported in a way that would make the process more rapid. A multistep approach could be used to allow the immediate reporting of achievement results with the detailed reporting of background material as available. Most respondents thought that reading and writing should be assessed as individual subjects, while other subjects could be assessed in clusters. Subscale reports were seen as most important for mathematics. Most respondents also thought that NAEP assessments should be administered annually, and that the government should support efforts to link the NAEP to international assessments. Three appendixes present the survey, a summary of responses, and the focus groups protocol for the media group. (Contains 9 tables and 25 figures.) (SLD)

ED 416 222 TM 028 074

Hood, Paul
Simulation As a Tool in Education Research and Development. A Technical Paper. EdTalk.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 97
NOTE- 93p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Computer Software; Educational Practices; *Educational Research; Elementary Secondary Education; Game Theory; Higher Education; Models; *Research and Development; Research Methodology; Simulated Environment; *Simulation; Teaching Methods; Training

This document introduces simulation as a field of endeavor that has great potential for education research, development, and training. Simulation allows education developers to explore, develop, and test new educational programs and practices before communities, educators, and students are asked to participate

Collins, Mary A.; Brick, J. Michael; Loomis, Laura S.; Nicchitta, Patricia G.; Fleischman, Susan
Design, Data Collection, Interview Timing, and Data Editing in the 1995 National Household Education Survey (NHES:95). Working Paper Series.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 97
NOTE- 125p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; Data Collection; Databases; Early Childhood Education; *Interviews; Participation; *Questionnaires; *Research Design; Response Rates (Questionnaires); *Sampling; *Surveys; Tables (Data); Training
IDENTIFIERS- *Data Editing; *National Household Education Survey

The National Household Education Survey (NHES) is a data collection effort of the National Center for Education Statistics that collects and publishes data on the condition of education in the United States. The NHES is designed to provide information on issues that are best addressed by contacting households rather than institutions. It is a telephone survey of the civilian, noninstitutionalized population that collects repeated measurements of the same phenomena at different times. This paper presents information on the survey design, data collection, interview timing, and data editing in the 1995 NHES Survey. The NHES:95 included two components about which respondents were interviewed: Early Childhood Program Participation and Adult Education. The first section, "Questionnaire Design," discusses the questionnaires developed for each component. The second section, "Sample Design," describes the procedures for sampling households and then for sampling household members for both components. "Data Collection" describes the NHES:94 data collection experience, including discussions of supervisor and interviewer training, data collection procedures and their results, special data collection activities, and data quality control. "Survey Administration Time" reports interview administration times for the components of the NHES:95. The time it takes respondents to complete survey interviews is an important factor in both response rate and response quality. "Data Editing" reviews the procedures used to ensure that data were complete and of high quality. Three attachments discuss range and logit edit specifications and edits for structural completeness, and present the database design diagram. (Contains 2 figures, 14 tables, and 10 references.) (SLD)

ED 416 239 TM 028 119

Khattri, Nidhi
Status of Data on Crime and Violence in Schools: Final Report. Working Paper Series.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 97
NOTE- 62p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Behavior Patterns; *Crime; Data Collection; Databases; Delinquency; Elementary Secondary Education;

income, and having four or more siblings were most consistently associated with lower adult socioeconomic attainment. Having parents with a low occupational status, having fewer than two parents, and having grown up in a central city were not related for Whites, but the parental occupational status and having fewer than two parents were related to socioeconomic outcome for African Americans. Findings support the importance of social capital as a construct for modeling adult attainment. Three tables present analysis. (Contains 46 reference.) (SLD)

ED 416 256 UD 032 116

Lynch, James, Ed.; Modgil, Celia, Ed.; Modgil, Sohan, Ed.
Equity and Excellence in Education for Development. Education and Development: Tradition and Innovation, Volume Two.
PUB DATE- 97
NOTE- 252p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Education; Civil Liberties; *Educational Quality; Elementary Education; *Equal Education; *Females; Foreign Countries; International Education; *Nondiscriminatory Education; *Sex Discrimination; Sex Fairness; Special Education; *Special Needs Students; Tables (Data)

This volume focuses on the exclusion of two major populations, girls and those with special educational needs, from their human right to primary education. Contributions address the entitlement to primary education in a context broader than that of education alone, including health and nutritional dimensions, and exposing infringements of human rights in special populations. The following are included: (1) "In the Name of Tradition: Human Rights Abuses of Women" (Eva Gamarnikow and Monika Reinfelder); (2) "Where Women Are Respected, Gods Roam There" (Jean Anderson); (3) "Developing a Gender-Based Approach to Planning" (Diane VanBelle-Prouty and Shirley Miske); (4) "Education and Training for Work: A Gender Perspective" (Fiona Leach); (5) "Curricular Interventions: A Means To Promote Girls' Education" (Momtaz Jahan); (6) "Access and Empowerment through Distance Learning: Women into Technological Education" (Karen Evans); (7) "Helping Teachers To Respond to Student Diversity in Primary Schools" (Mel Ainscow); (8) "Implementing Programmes for Special Needs Education: Lessons Learnt from Developing Countries" (Birgit Dyssegaard and Bernadette Robinson); (9) "The Concept of Full Participation in Promoting Sustainable Educational Development" (Carol A. Kochbar and Malati Gopal); (10) "The Role of the Community in Expanding Educational Opportunities: The EDUCO Schools in El Salvador" (Fernando Reimers); (11) "Education for Development: Reflections from a 'Third World' Community Base" (Mal Leicester); (12) "Repetition and Drop-out as a Function of a Dysfunctional Paradigm" (Dan O'Brien); (13) "Glass Ceilings: Do Appraisal Systems in Education Serve To Impede Promotion Routes for Women Managers in Education?" (Rosalyn Hurst); (14) "Empowering Parents for Participation in Education: Is Participatory Governance the Only Option?" (David Johnson); (15) "He Who Pays the Piper: Universities and Their Role in National Development" (Clayton G. MacKenzie); (16) "Breaking the Traditional Mould in Higher Education: Non-formal Educational Strategies and Models" (Michael Scott); and (17) "Conclusion: Towards a New International Covenant for Equity and Excellence in Education and Development" (James Lynch). Each chapter contains references. (Contains 9 tables, 16

ED 415 815 HE 030 966

Reynolds, Katherine C.; Nunn, Claudia E.
Engaging Classrooms: Student Participation and the Instructional Factors That Shape It. ASHE Annual Meeting Paper.
PUB DATE- 97
NOTE- 29p.; Paper presented at Annual Meeting of the Association for the Study of Higher Education (22nd, Albuquerque, NM, November 6-9, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Techniques; *College Faculty; College Freshmen; College Juniors; College Seniors; Group Dynamics; Group Structure; Higher Education; Interaction Process Analysis; Interpersonal Relationship; Public Colleges; Student Attitudes; *Student Participation; Teacher Attitudes; *Teacher Student Relationship; *Undergraduate Study; Universities
IDENTIFIERS- *ASHE Annual Meeting

This study investigated the extent of student interaction in undergraduate classrooms and the relationship between instructor techniques and interaction, as well as differences in interactions experienced by freshmen compared to those of juniors and seniors (upperclassmen). Survey questionnaires were completed by 36 instructors, 226 freshmen, and 566 upperclassmen enrolled in social science and humanities courses at 2 public research universities. Analysis of the questionnaires indicated that freshmen viewed classroom participation more favorably than did upperclassmen; they felt somewhat freer to ask questions in class and believed, to a greater extent than upperclassmen, that their teachers tolerated different opinions. Both freshmen and upperclassmen named praise, humor, and a supportive classroom atmosphere as the conditions most encouraging to their participation, while criticisms and "put downs" for wrong answers were most discouraging. Faculty cited the use of student ideas in class and asking for elaboration on questions/answers as significantly more encouraging of participation than did students. Faculty also viewed the use of student names as significantly more encouraging of participation than did freshmen. Compared to their male counterparts, female freshmen and upperclassmen reported significantly greater encouragement for participation from praise and supportive classroom atmospheres. Two figures and six data tables are appended. (Contains 36 references.) (SW)

ED 415 816 HE 030 967

Walters, Nancy B.
Retaining Aspiring Scholars: Recruitment and Retention of Students of Color in Graduate and Professional Science Degree Programs. ASHE Annual Meeting Paper.
PUB DATE- 97
NOTE- 36p.; Paper presented at Annual Meeting of the Association for the Study of Higher Education (22nd, Albuquerque, NM, November 6-9, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Persistence; Blacks; Career Choice; *College Science; *Collegiality; *Graduate Study; Higher Education; Hispanic Americans; *Interprofessional Relationship;

Kim, Jaehyun; Song, Young Soo
Instructional Design Guidelines for Virtual Reality in Classroom Applications.
PUB DATE- 97
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Computer Assisted Instruction; Constructivism (Learning); Educational Principles; Educational Technology; Information Technology; *Instructional Design; Learner Controlled Instruction; *Virtual Reality
IDENTIFIERS- *Learning Environments

Instructional designers need to be able to understand and apply virtual reality to enrich learners' experiences. This paper examines the nature of virtual reality, how it applies to education, and rationales for using virtual reality in the classroom. The following instructional design guidelines for helping instructional designers to create a new learning environment are outlined: (1) provide divergent learning outcomes; (2) focus on learner-centered control; (3) provide a high level of user interaction; (4) follow the principles of instructional design; and (5) consider constructivist learning principles. (Contains 15 references.) (AEF)

ED 415 833 IR 018 683

Cho, George
Self-Teaching Student's Manual for Geographic Information Systems (GIS).
PUB DATE- 96
NOTE- 11p.; Paper contributed to the Teaching in the Community Colleges Online Conference, "Innovative Instructional Practices" (1st, Kapiolani Community College, April 2-4, 1996).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Oriented programs; Foreign Countries; Geography; Higher Education; *Independent Study; Information Technology; Instructional Innovation; Instructional Materials; Learner Controlled Instruction; *Material Development; Self Management; Skill Development; *Study Guides
IDENTIFIERS- Australia; *Geographic Information Systems

This paper is a report of a project that was undertaken to produce a self-teaching manual for students wishing to acquire technical skills in Geographic Information Systems (GIS). Such skills are required in the analysis of locational data such as those found in aerial photographs, satellite images and digital maps. The self-teaching manual includes theory, applications and sample data sets for practice exercises. Such a manual is designed to shorten the learning time necessary to master the technical aspects of the software that is being used to analyze the spatial data. The technical skills are imparted in an interesting way using everyday examples. The manual will also appeal to social scientists, landscape architects and environmental managers and planners who have little or no background in GIS and information technology. Part 1 of this paper describes the objectives and teaching innovations that have been introduced. Part 2 discusses some of the successes of such an approach, as well as some of the difficulties that have been encountered. Part 3 summarizes some lessons and observations with the self-teaching approach and the

"Working with Instructional Technology"; (2) "Computer Basics"; (3) "Library Management with a Computer"; (4) "CD-ROM and Other Types of Compact Discs"; (5) "Videodiscs in the Library"; (6) "Local Area Networks"; (7) "Computer Telecommunications"; (8) "The Internet and the World Wide Web"; (9) "Distance Learning: Television and Beyond"; (10) "Video and Computers"; (11) "Multimedia Presentation Systems and Hypermedia"; and (12) "Technology Staff Development for Teachers." A separate section lists resources for further information, arranged by chapter and with a separate table of contents. Appendices include information on searching ERIC (Educational Resources Information Center), and fair use guidelines for educational multimedia. Also includes a glossary and index. (SWC)

ED 415 851 IR 018 708

Polley, Paula
Opening the Doors of Our Schools: Increasing Access to Technology.
SPONS. AGENCY- Jostens Learning Corp.
PUB DATE- 91
NOTE- 58p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *After School Programs; Computer Literacy; *Computer Oriented Programs; Computer Uses in Education; *Educational Improvement; Elementary Secondary Education; *Enrichment Activities; Extracurricular Activities; Futures (of Society); Microcomputers; Program Implementation; School Recreational Programs; Summer Programs; *Supplementary Education; Vacation Programs; Weekend Programs
IDENTIFIERS- *Access to Computers; Technology Utilization

Computers are strategic tools in readying students for the future, as well as important learning tools for the present. The use of computers can help alleviate critical problems including low self-esteem, dropout rates, and illiteracy. This guide proposes making school computers accessible to students during times when schools are normally closed: before school, after school, on weekends, over vacations, and during the summer. Opening school doors beyond regular school hours will give more children more opportunities to prepare themselves for technology in the next century, and will establish the school as a true community-wide educational resource. The guide presents 12 steps to starting a program: (1) State Your Objectives; (2) Recruiting a Leader/Planning Team; (3) Defining Your Program; (4) Naming Your Program; (5) Choosing Your Location and Hours; (6) Designating Equipment; (7) Defining Participants; (8) Motivating Your Staff; (9) Involving Your Community; (10) Funding Your Program; (11) Promoting Your Program--including sample promotional materials; and (12) Evaluating Your Program. The "Program Ideas" section provides ideas for after-hours activities, both structured and unstructured. The "Exemplary Programs" section presents brief outlines of 17 real programs in action, and includes contact names and phone numbers of educators involved in those programs. Programs discussed include community-wide and all-school programs, as well as one-time events and structured programs for specific groups. (SWC)

ED 415 852 IR 018 711

Classroom situations) (055)
DESCRIPTORS- Access to Information; Evaluation Methods; *Information Retrieval; *Information Seeking; Navigation (Information Systems); *Online Searching; Online Systems; Relevance (Information Retrieval); *Search Strategies; User Needs (Information); *World Wide Web
IDENTIFIERS- *Search Engines

An adaptation of a live workshop, this guide offers pertinent information and practical techniques for users to become proficient searchers and conscious evaluators of World Wide Web resources. The book does not provide comprehensive coverage of the Internet, rather it gives the exact amount and level of information needed to perform a successful search on the World Wide Web. The book is divided into 8 chapters: (1) The Web: A Unique Information Resource; (2) Web Components and Construction; (3) The Building Blocks of Search Tools; (4) Types of Search Tools; (5) How the Search Tools Work; (6) How To Assess the Quality of Your Results; (7) Searching Smarter; and (8) Personalizing the Web: Bookmarks and Favorites. An accompanying computer disk can be used on PC or Macintosh machines. Appendices include: a guide to the Netscape 3.0 browser screen features and an explanation of each screen part; tables listing the searching features of subject directories and of search engines; and a table showing how to find mailing lists, newsgroups, FAQs, and files. An index is provided. (SWC)

ED 415 870 IR 056 838

Kenerson, Murle E.
African-American Heritage Collections Go Digital: Once Hidden Cultural Treasures Find the Route to Accessibility and Popularity through High Technology in Academic Libraries.
PUB DATE- 97
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Libraries; *Access to Information; Archives; *Black Culture; *Black History; Black Literature; Blacks; *Electronic Libraries; Information Dissemination; Information Retrieval; Information Sources; Internet; Library Collections; Online Systems; *Preservation; User Needs (Information); World Wide Web
IDENTIFIERS- African Americans; Barriers to Participation; *Digitizing

A wealth of African-American resources have remained "hidden resources," even as interest in and need for these rare documents has risen. Digitizing collections would make these materials available through the Internet and World Wide Web. Many of these materials reside in historically black institutions which oftentimes lack the resources to transform them to digital modes. The paper identifies institutions that have made efforts to preserve African-American collections, and describes problems associated with digitizing African-American collections held at many academic institutions. Possible solutions to the demand for the latest technology within the constraints of a library's budget include: make critical decisions early in the developmental process; keep the technology simple; seek grants for funding; and begin with digitizing only a limited subset of materials. The digital system has arrived in the academic library; it will remain and evolve there, and it will provide new means of retrieving lost, strayed, and forgotten materials from the African-American experience. Problems associated with access will not disappear,

Performance Report for Library Services and Construction Act (LSCA) Title VI, Library Literacy Program.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC. Office of Library Programs.
PUB DATE- 93
NOTE- 154p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Reference Materials - Bibliographies (131),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Adult Literacy; Community Colleges; Cooperative Programs; English (Second Language); Expenditures; Functional Literacy; Hispanic Americans; Library Collection Development; Library Role; *Library Services; *Literacy Education; Public Libraries; Recognition (Achievement); Tutoring; Tutors; Two Year Colleges; Volunteer Training; Volunteers; Whole Language Approach; *Workshops
IDENTIFIERS- El Paso Community College TX; Texas (El Paso); Tutor Training; Volunteer Recruitment

This final performance report for Project VIA (Volunteers In Action), a collaborative program between the El Paso Public Library and El Paso Community College (EPCC), begins with a section that provides quantitative data. The next section compares actual accomplishments to the following project goals for 1992-93: (1) to recruit and train 140 volunteer tutors to work with functionally illiterate adults at utilizing EPCC's non-traditional whole-language, Freirian approach to teaching literacy; (2) to develop a bibliography reflecting the bilingual/bicultural needs of the target population; (3) to establish literacy collections at 11 branch libraries; (4) to publish a newsletter for literacy providers; (5) to offer four seminars to allow tutors to share their experiences and concerns; (6) to develop tutor handbooks and publicity materials; (7) to assess and maintain records of student progress, tutor hours, and follow-up services; and (8) to recognize volunteer tutors and students for outstanding service and progress at the end of the project year. Proposed and actual expenditures are compared. A narrative section discusses activities undertaken, including a detailed description of a tutor-training workshop agenda; the library's role; organizations involved; facilities used; and the impact of the project on the ongoing literacy program. Attachments include a bibliography of (Hispanic) bilingual/bicultural materials and the tutor training handbook. (MES)

ED 415 888 IR 056 859

Scott, Kenneth J.
Goodall Memorial Library, Final Performance Report for Library Services and Construction Act (LSCA) Title VI, Library Literacy Program.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC. Office of Library Programs.
PUB DATE- 92
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Expenditures; Functional Literacy; Individualized Instruction; Library Role; *Library Services; *Literacy Education; Public

and provided 3,050 hours of direct tutoring service. This report describes activities from October 1992-September 1993 and provides: a comparison of actual accomplishments to goals and objectives set forth in the grant application; a comparison between proposed and actual expenditures; specific details of activities undertaken; the role the library played in the accomplishment of the goals and objectives; agencies and organizations that assisted in the project; and the impact of the federal project on the ongoing program of the library. Includes the contract between the Literacy Council for Schuylkill County, Inc. and Pottsville Free Public Library; the Literacy Council's bibliography of Public Library new reader titles; alphabet coloring book; and animal counting and coloring book. (SWC)

ED 415 905 IR 056 876

Farrell-Bergeron, Frances
East Bay Literacy Cooperative, Final Performance Report for Library Services and Construction Act (LCSA) Title VI, Library Literacy Program.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC. Office of Library Programs.
PUB DATE- 94
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Cooperative Planning; *English (Second Language); *Library Collection Development; Library Services; Reading
IDENTIFIERS- Library Services and Construction Act

This final performance report compares the goals and actual accomplishments of a project focused on establishing a basic, cooperative literary collection, with the specific goal of improving availability of and access to literacy materials for literacy providers and students. The project included coalition building, public awareness, basic literacy, collection development, and English as a Second Language (ESL) as areas of focus. The project targeted adult new readers and the ESL population in a community between 50,000 and 100,000. A training manual "Establishing a Cooperative Literacy Collection" was produced out of this effort. The manual describes the process used to identify the need for literacy materials and the process of becoming sensitive to the needs of the adult learner clientele. Three appendices include: (1) "Establishing a Cooperative Literacy Collection" (manual); (2) Literacy Coordinator Job Description (with the resume of the hired Literacy Coordinator attached); and (3) Literacy Provider Contacts. The East Bay Literacy Cooperative is comprised of the public libraries of Barrington, Bristol, E. Providence, and Warren, Rhode Island. (Author/JAK)

ED 415 906 IR 056 877

Volkman, John D.
Cruising through Research: Library Skills for Young Adults.
PUB DATE- 98
NOTE- 207p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher)

ED 415 924 JC 980 085

Brenner, John
An Analysis of Student's Cognitive Styles in Asynchronous Distance Education Courses at a Community College.
PUB DATE- 97
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Cognitive Style; Cognitive Tests; *Community Colleges; *Distance Education; Educational Technology; *Field Dependence Independence; Independent Study; Statistical Analysis; Student Characteristics; Student Evaluation; Teacher Student Relationship; *Telecourses; Theory Practice Relationship; Two Year College Students; Two Year Colleges
IDENTIFIERS- *Southwest Virginia Community College

A study conducted at Southwest Virginia Community College investigated the cognitive styles of students who were enrolled in distance education courses for one semester. Because video-based presentations of material severely limit teacher-student interaction, the distance learner must possess self-discipline, self-organization, and self-planning to direct the learning process. The study's hypothesis predicted that field-independent students would be more successful in distance education telecourses than field-dependent students. According to a cognitive test 71 percent of the students were determined to be field dependent. However, at the conclusion of the telecourse, 67 percent passed the course successfully with a C or better. The study concluded the hypothesis was incorrect. Field-independent students are not more successful in asynchronous distance education telecourses than those who are field-dependent. Findings indicate that cognitive style does not have an impact on student success in distance education, and should encourage educators to offer distance education to all types of students. Contains 31 references. (YKH)

ED 415 925 JC 980 086

Everett, Donna R.; Grubb, Autumn
Facilitating Learner Adjustment to the Distance Learning Environment.
PUB DATE- 97
NOTE- 16p.; Paper presented at the Teaching/Learning Conference (Ashland, KY, October 10-11, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adjustment (to Environment); Cognitive Processes; Computer Managed instruction; Computer Uses in Education; *Distance Education; *Faculty Development; Higher Education; Instructional Development; Instructional Effectiveness; *Student Adjustment; Student Characteristics; Teacher Role; Teacher Student Relationship; Technological Literacy
IDENTIFIERS- *Virtual Classrooms

A Teaching/Learning Conference addressed the challenge of facilitating learner adjustment to distance learning. By understanding the concerns of both students and faculty regarding the distance learning environment, professional development specialists may find ways to ease the transition from traditional teaching/learning environments to the "virtual

PUB DATE- 98
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Curriculum Development; Data Collection; *Economic Development; Education Work Relationship; Educational Objectives; Employer Attitudes; *Labor Force Development; Labor Needs; Labor Supply; Nontraditional Students; Questionnaires; *School Business Relationship; Skilled Workers; Technical Education; Technical Institutes; Two Year Colleges; Vocational Education
IDENTIFIERS- *Central Carolina Technical College SC; Sumter Office of Economic Development

The Sumter Office of Economic Development and Central Carolina Technical College (South Carolina) formed a partnership to help increase the technical skills of the local work force. Industry surveys, questionnaires, and on-site visits revealed that employers were discouraged with the inadequate work force pool, and that those coming from secondary schools were not meeting employer needs. Through a collaborative process, the college was determined to be the most appropriate provider of technical training, and a curriculum was developed. Competencies also were established for general mechanical knowledge, fundamental mechanical functions, hydraulics/pneumatics, electrical, programmable logic controllers, and welding, with pre- and post assessment. With strong support from the business community and high participation rates, the college is improving both the local economy and the individual employment value of its workers. (YKH)

ED 415 945 JC 980 108

Cook, Charles M.
Changing State Policy in Texas for Remedial/Developmental Education.
PUB DATE- 98
NOTE- 6p.; Paper presented at the forum on State Legislative Roles for Community Colleges (Washington, DC, February 21, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Basic Skills; Community Colleges; Developmental Studies Programs; *Educational Assessment; Educational Legislation; *Educational Policy; High Risk Students; High School Students; Outcomes of Education; Policy Analysis; Program Evaluation; Remedial Instruction; *Remedial Programs; School Policy; *State Legislation; Testing Programs; Two Year College Students; Two Year Colleges
IDENTIFIERS- Senate Bill 148 (Texas 1997); *Texas Academic Skills Program; Texas Higher Education Coordinating Board

The Texas Academic Skills Program (TASP), implemented in 1989, requires student assessment in reading, writing, and math prior to regular college course work. Students undergo continuous remediation until they are able to pass the assessment test. Though TASP advocates argue that the program helps maintain academic standards and provides students with needed remediation, results are unfavorable and critics charge that the program does not produce greater retention or graduation rates, limits minority access to education, and is too costly. A Texas Higher Education Coordinating Board evaluation of TASP approximately 150 references. (SD)

ED 415 963 PS 026 130

Dowden, Shauna L.; Calvert, Richard D.; Davis, Lisa; Gullotta, Thomas P.
Improving Access to Health Care: School-Based Health Centers.
PUB DATE- 97
NOTE- 30p.; In: Establishing Preventive Services. Healthy Children 2010. Issues in Children's and Families' Lives, Vol. 9; see PS 026 124.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; *Child Health; Childhood Needs; Children; *Comprehensive School Health Education; Delivery Systems; Dental Health; Early Intervention; Elementary Secondary Education; *Health Programs; Health Promotion; *Health Services; Mental Health; Mental Health Programs; Physical Health; Prevention; Preventive Medicine; *School Health Services
IDENTIFIERS- Connecticut; *Healthy Children 2010; Healthy People 2000; Preventive Education; *School Based Health Clinics; Service Delivery Assessment; Service Quality

This article explores an approach for better serving the complete health care needs of children, specifically, the efficacy of school-based health centers (SBHCs) to provide a service delivery mechanism capable of functioning as a medical home for children, providing primary care for both their physical and behavioral health care needs. The article examines the need for SBHCs, presenting supporting data that indicate adolescent access to health care is lacking and that children and adolescents have significant needs to be served due to unhealthy lifestyles, chronic illness, and mental illness. The school-based health center concept as it functions in Connecticut is detailed, including the planning process by which such centers are developed and services are made available. The seven organizational structures utilized in the case study are: (1) hospitals; (2) community health centers; (3) private, not-for-profit boards of directors; (4) human service agencies; (5) boards of education; (6) city health departments; and (7) social service/mental health agencies. Finally, the chapter provides a series of 12 recommendations for the future development of these services within the Healthy People 2010 initiative, addressing financial support, preventive care, types of services offered, interventions, staffing, disciplinary integration, parental involvement, and payment. Contains 24 references. (SD)

ED 415 964 PS 026 131

Valente, Ernest, Jr.; Dodge, Kenneth A.
Evaluation of Prevention Programs for Children.
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Bethesda, MD.; Department of Education, Washington, DC.; Substance Abuse and Mental Health Services Administration (DHHS/PHS), Rockville, MD. Center for Substance Abuse Prevention.
PUB DATE- 97
NOTE- 37p.; In: Establishing Preventive Services. Healthy Children 2010. Issues in Children's and Families' Lives, Vol. 9; see PS 026 124.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

about certain situations consistent with the preliminary poll. Results showed that children attributed nightmares to television violence; most were always worried about a parent getting sick; 19 said they were afraid that a fight at their house would end with someone getting hurt or hit; 12 were afraid parents would leave if the children did something wrong (usually because of verbal threats to that effect); 24 said they were afraid to go outside and play because of gang violence; and when asked to create their own safe place, most children changed their environment, with responses ranging from a police station, to another state, to a clubhouse. Based on the findings, several classroom strategies are suggested to help children deal with fear, including journal writing for the children, rap sessions, and parent education. (EV)

ED 415 983 PS 026 167

Holloway, Roxanne
Parents and Teachers: Advocates or Adversaries.
PUB DATE- 97
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Education; *Parent Attitudes; *Parent Participation; Parent School Relationship; Parent Teacher Cooperation; *Teacher Attitudes

Many schools today emphasize parent involvement without having a clear understanding of what it means. A survey of parents and teachers in an inner city elementary school was conducted as a needs assessment, focusing on the school's existing strengths and weaknesses in order to plan better parent involvement programs. The assessment covered school involvement, personal involvement, parent attitudes, and teacher attitudes and practices. Fifty parent surveys were collected in total (10 per grade K-4). Findings for the personal parent involvement part of the survey were that all parents knew the name of their child's teacher and what their child did for homework the night before; 98 percent claimed to know what their child was doing in school; and 60 percent said they knew their child's classmates' names. Findings for parental school involvement included that 50 percent always attend parent-teacher conferences, 50 percent never volunteer in their child's classroom, 52 percent do not attend class trips, and 36 percent never attend Parent Association meetings. Comments indicated that many parents felt the association was interested only in making money for unclear purposes. Concerning parent attitudes, most parents found such programs as parent-teacher conferences, parent education workshops, parent participation in curriculum planning, and school outreach meetings to be important; the majority also found their child's teacher to be friendly, supportive, actively involved in their child's learning, and respectful of their child's needs. Of 20 teachers surveyed, somewhat more than half found parents to be supportive, non-confrontational, and concerned about their child's education, and 75 percent felt the school was parent-friendly. Most communicated with parents by letter rather than phone, and most did not like parent volunteers in the classroom, admitting that past negative experiences color their current perceptions of parents as volunteers. (EV)

ED 415 984 PS 026 168

Martin, Margaret

questions and statistical analyses of data. Contains 29 references.) (DW)

ED 416 000 PS 026 186

Moore, Kristin A.
Can Basic Research on Children and Families Be Useful for the Policy Process?
SPONS. AGENCY- Department of Health and Human Services, Washington, DC.
PUB DATE- 95
NOTE- 12p.; Paper presented at the Meeting of the National Advisory Child Health and Human Development Council (95th, Washington, DC, January 30-31, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Children; *Family (Sociological Unit); *Policy Formation; *Public Policy; *Research; Research and Development; Research Methodology; Theory Practice Relationship

Based on the assumption that basic science is the crucial building block for technological and biomedical progress, this paper examines the relevance for public policy of basic demographic and behavioral sciences research on children and families. The characteristics of basic research as they apply to policy making are explored. First, basic research draws the attention of policy makers to problems, such as the relationship of teen motherhood to AFDC entry, the negative outcomes associated with teen childbearing, poverty, and divorce. Second, basic research can push policy makers away from issues that are not problems, such as expected but unsubstantiated problems for children of employed mothers. Third, basic research can help policy makers distinguish causal from correlated factors, such as determining that some negative outcomes of teen motherhood are due to the timing of the birth, but most of the negative outcomes are due to antecedent disadvantages, such as poverty. Fourth, basic research can contribute to program and policy evaluation by helping analysts develop models of behavior and providing measures and methods needed to conduct rigorous studies. The paper finds that with few exceptions, policy evaluation studies are not built on basic research; interventions are not designed with theoretical or model references, and evaluations are poorly designed. The paper also describes an evaluation study of the impact on children of the 1988 Family Support Act, which required that mothers of preschool children participate in education, job training, or work. The paper suggests that an examination of basic research guided this study's hypotheses and choice of methods and measures, and thereby will result in a much more informative study. (KB)

ED 416 001 PS 026 187

Manlove, Jennifer
Breaking the Cycle of Disadvantage: Ties between Educational Attainments, Dropping Out and School-Age Motherhood.
SPONS. AGENCY- Department of Health and Human Services, Washington, DC.
PUB DATE- 95
NOTE- 42p.; An earlier version of this paper was presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).

Program Effectiveness
IDENTIFIERS- Jamaica

The Teenage Mothers Project (TMP) in Jamaica, seeks to act as an intervention for the teenage mothers involved, giving them the opportunity to complete their schooling; develop practical, marketable skills; and learn to be better mothers. While mothers attend the center, their children attend a stimulating, nurturing day care, supervised by trained caregivers. This aspect of the program, aside from giving mothers time for personal development, was designed to meet the children's needs and to support positive outcomes into succeeding generations. An assessment of developmental outcomes for TMP children was conducted using the McCarthy Scales of Children's Abilities (MSCA). The test measures verbal and perceptual performance, and quantitative, general cognitive, memory, and motor skills. TMP children and a control group were first tested in 1989, then again in 1990 and 1991 after 2 years of school. Data indicated that the program's philosophy of early stimulation and a favorable learning environment was successful in providing children with developmental advantages that have long-term effects on their learning capabilities. (EV)

ED 416 018 PS 026 231

Fraser, Sara; Strayer, Janet
Guilt and Shame in Middle Childhood: Relationships with Empathic Responsiveness.
PUB DATE- 97
NOTE- 12p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (62nd, Washington, DC, April 3-6, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; Child Development; *Children; Emotional Development; *Emotional Response; *Empathy; *Guilt; *Predictor Variables; Self Evaluation (Individuals); Sex Differences
IDENTIFIERS- *Shame

In previous research, children's empathy has been positively related to guilt and unrelated to shame. In the present study, it was predicted that guilt and empathy would have a curvilinear relationship, while shame and empathy were expected to be inversely related. Participating were 115 children: somewhat less than half were ages 8-9 years, while the remainder were 11-12 years old. Children completed the Test of Self-Conscious Affect--Children's Version (Tangney, Wagner, Burggraf, Gramzow, and Fletcher, 1990) and the Empathy Continuum (Strayer, 1993). Results were found to be conditional upon children's age and sex. Guilt and empathy were negatively related in younger boys; in all other groups guilt and empathy were positively related. Shame and empathy were negatively related in younger girls, and positively related in all other groups. Results suggested that guilt and shame undergo notable change in middle childhood. (Contains 11 references.) (Author/EV)

ED 416 019 PS 026 232

Lansky, Vicki
Dear Babysitter Handbook: A Handy Guide for Your Child's Sitter.
PUB DATE- 89
NOTE- 56p.

research regarding the measurement of young children's social competence, adaptive behavior, and approaches to learning. The paper reviews the key variables and assessment instruments available for studying these areas. Part 1 of the paper examines social competence, including definitions used in its study, research describing the importance of social competence, and descriptions of direct measures (observations, hypothetical problem sets, self-ratings, and sociometric techniques) and indirect measures of psychopathology and problem behaviors. The section on indirect measures includes measures that assess both positive and negative behaviors. Part 2 of the paper deals with adaptive behavior, providing definitions and evaluating several assessments. Part 3 concerns young children's learning styles and approaches to learning, addresses how elusive uniform definition is in this area, and concludes that none of the currently available learning style instruments meets the needs of the ECLS. Part 4 of the paper concludes that the Social Skills Rating System corresponds most closely to the needs of the ECLS and recommends that in the pilot study, the ECLS could administer the Feelings about School instrument and hypothetical problem sets to determine if they provide sufficient additional information to warrant their inclusion in the battery of instruments. The paper's four appendices provide descriptions and analyses of direct measures, behavior problem measures, social-emotional measures, and adaptive behavior measures. Contains 271 references. (KB)

ED 416 037 PS 026 312

Paulu, Nancy; Darby, Linda B., Ed.
Helping Your Students with Homework: A Guide for Teachers.
PUB DATE- 98
NOTE- 52p.; Illustrated by Margaret Scott.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Assignments; Elementary Secondary Education; *Homework; Parent School Relationship; Parent Teacher Cooperation; School Community Relationship; Student Interests; Student Needs; *Student Responsibility; *Teacher Expectations of Students; Teacher Student Relationship; Teaching Guides

This guide for elementary and secondary teachers discusses 18 tips for creating meaningful homework assignments that students will complete. Following introductory sections that explore hurdles to homework, the guide details the following tips: (1) lay out expectations early in the school year; (2) create assignments with a purpose; (3) make sure students understand the purpose; (4) make assignments focused and clear; (5) create assignments that challenge students to think and to integrate; (6) vary assignments; (7) give homework that makes learning personal; (8) tie assignments to the present; (9) match assignments to the skills, interests, and needs of students; (10) use school and community resources; (11) match assignments to your style of teaching; (12) assign an appropriate amount of homework; (13) encourage and teach good study habits; (14) provide constructive feedback; (15) give praise and motivate; (16) give help as needed; (17) communicate with parents; and (18) show respect for students. Contains 18 references and 20 print and Internet resources. (KB)

ED 416 038 RC 021 154

Teasdale, G. R.

021 376.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Decision Making; *First Aid; High Schools; Higher Education; *Medical Evaluation; Outdoor Education; Rescue; *Wilderness
IDENTIFIERS- *Outdoor Leadership

Five case studies explore issues in wilderness medicine, with emphasis on evacuation decision making. The cases describe medical problems encountered during wilderness trips involving college or high school students. In each case, the situation and facts of the case are outlined, including the patient's medical history and vital signs, and at several points in the case's progression, the outdoor leader is asked to make an assessment and outline a plan and anticipated problems. Each case is followed by a debriefing that discusses the important points in the presenting problem and the signs that would call for immediate evacuation of the patient. The cases involve hyperventilation, asthma attacks, mild head injury, abdominal pain with vomiting, and possible spinal injury. (SV)

ED 416 056 RC 021 385

Haggstrom, Tim; Rubenstein, Cynthia
Capitalizing on Conflict.
PUB DATE- 96
NOTE- 8p.; In: Spawning New Ideas: A Cycle of Discovery; see RC 021 376.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adventure Education; Conflict; *Conflict Resolution; Empowerment; *Group Dynamics; *Leadership Styles; *Team Training
IDENTIFIERS- *Facilitators; Group Development

High performance teams allow conflict to surface and then work toward understanding and resolution. Often when teams are in conflict, they appear to be in chaos. What may be occurring is that the conflict has allowed the team to access new information, and what appears to be chaos is actually reorganization around a new perspective. Capitalizing on conflict is an important skill for facilitators of experientially based team-building programs, as conflict has the potential to create change. Intrapersonal, intragroup, and intergroup conflict are defined. Five personal styles of conflict management are described, along with the types of situations that render these styles effective or ineffective. These five styles are competitive, avoidant, accommodative, compromising, and collaborative. Paralleling the five personal styles are five styles of facilitating a group in conflict: "It's my group and I'm in charge"; "How much time is left?"; "Whatever you say, chief"; "You've got to give a little"; and "Yes, you've got it now." The last of these is similar to the collaborative personal style because it involves effective communication among all individuals who are disagreeing. Also

EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Animals; Biological Sciences; *Dissection; Elementary Secondary Education; Higher Education; Instructional Materials; *Laboratory Animals; Medical Research; Science Education; *Science Fairs; Science Teachers; *Veterinary Medicine
IDENTIFIERS- Animal Welfare; *Vivisection

This collection of pamphlets and articles reprinted from other National Anti-Vivisection Society (NAVS) publications was compiled to address the issues of classroom laboratory dissection and the use of animals in science fair projects. Three of the pamphlets contained in this packet are student handbooks designed to help students of elementary, high school, and college age resist dissection in the classroom. Another pamphlet addressed to science teachers explains why many students today object to the practice of dissection. A science fair brochure explains science fair regulations, recent changes in rules to improve treatment of animals, and sample winning projects that caused pain to animals. The articles on dissection cover such topics as using frogs in dissection, why instructors adhere to dissection, dealing with ridicule, why dissection is a flawed tool in education, the connection between dissection and animal cruelty, and NAVS alternative models. Two science fair articles describe cruelty to animals in winning projects using live-animal experimentation at two recent international science fairs sponsored by high-tech corporations. (PVD)

ED 416 077 SE 061 104

Whitlock, Laura A.; Allen, Jesse S.; Lochner, James C.
The High-Energy Astrophysics Learning Center, Version 1. CD-ROM .
PUB DATE- 97
NOTE- 0p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100)
DESCRIPTORS- *Astronomy; Elementary Secondary Education; Internet; Physics; Postsecondary Education; Satellites (Aerospace); *Science Activities; Science Curriculum; *Space Sciences; World Wide Web

The High-Energy Astrophysics (HEA) Learning Center gives students, teachers, and the general public a window into the world of high-energy astrophysics. The universe is revealed through x-rays and gamma rays where matter exists under extreme conditions. Information is available on astrophysics at a variety of reading levels, and is illustrated with on-line graphics, animation, and movies. The topics included range from black holes to x-ray and gamma ray satellites. Also featured is a teacher's file with study guides, lesson plans, and information on other resources. This compact disk also contains "StarChild for Young Astronomers," "Rossi X-Ray Timing Explorer Learning Center," "The HEA Village," and several other astronomy sites featured on the World Wide Web as of December 31, 1996 and is accompanied by installation instructions. (DDR)

ED 416 078 SE 061 110

Federal Funds for Research and Development: Fiscal Years 1995, 1996, and 1997. Volume 45.
PUB DATE- 97
NOTE- 325p.
LANGUAGE- English

Implications of this research include: (1) issues relating to classroom behavior may take precedence over science curriculum and instructional strategies; (2) some students may fail to find relevance in the science curriculum; and (3) sharing classroom stories of resistant learners may facilitate teacher growth. (Author/PVD)

ED 416 094 SE 061 144

The Science & Technology Resources of Japan: A Comparison with the United States. An SRS Special Report.
PUB DATE- 97
NOTE- 109p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - General (140)
DESCRIPTORS- Comparative Analysis; *Engineering Technology; Foreign Countries; *Futures (of Society); Government (Administrative Body); Higher Education; Industry; *Research and Development; *Research and Development Centers; *Resource Allocation; *Science and Society; Sustainable Development
IDENTIFIERS- *Japan

This report provides comparisons of U.S. and Japanese science resources and some initial evidence that Japan is expanding the human and financial resources for science while improving the environment for basic research. The data cover science and technology trends in research and development from 1975 to 1994, as well as more recent changes in government and university research in Japan. It also covers research trends in private industries and the training of personnel within Japanese companies and American universities. The trends show that Japan leads the United States in the percent of gross domestic product invested in total and nondefense research and development as well as government investments in civilian research and development as a percentage of gross domestic product. Japan is particularly strong in technology and trade indicators and has a higher proportion of engineers in its labor force than the United States. Japan lags behind the United States in research and development expenditures in higher education, in competitive research funding in universities, and in its share of the world's scientific articles. The report concludes with the implications of these and other changes for the United States and international research community and the need for further research. Appendices contain data tables. (PVD)

ED 416 095 SE 061 148

MacDonald, Suse
Peck, Slither, and Slide.
PUB DATE- 97
NOTE- 50p.; Accompanying separate "Teaching Guide," by Mary Lou Meerson.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Animals; Art Education; Early Childhood Education; Instructional Materials; Language Arts; Movement Education; Picture Books; Science Education; Teaching Guides; *Wildlife; *Zoology

This picture book for young children features various animals teaching and learning. The book is intended as a foundation for thinking about curriculum and pedagogy. Case studies involving African American, Asian American, Hispanic American, Native American, and white American groups are presented at the end of each chapter. Chapters are: (1) Introduction; (2) "Culture, Education, and Schooling"; (3) "Schooling as Americanization: 1600s-1970s"; (4) "Cultural Pluralism, Democracy, and Multicultural Education: 1970s-1990s"; (5) "Culture and the Role of Schooling"; (6) "Culture and Educational Development of the Learner"; and (7) "Culture and the Learning Process." (EH)

ED 416 118 SO 027 402

Ching, Frank
Hong Kong and China: 'One Country, Two Systems'? Headline Series No. 310.
PUB DATE- 96
NOTE- 68p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Asian Studies; Chinese Culture; Diplomatic History; Foreign Countries; *Foreign Policy; *International Relations; Secondary Education; Social Studies; World Affairs; World History; World Problems
IDENTIFIERS- *China; *Hong Kong; Tiananmen Square Uprising

This booklet chronicles the emergence of Hong Kong through its stormy history and examines the current status as changes are underway with the return of Hong Kong to China. Maps and charts illustrate the text. Chapters include: (1) Prelude; (2) "The Tiananmen Massacre and Its Aftermath"; (3) "Transition Years: 1991-96"; (4) "Hong Kong's Economy"; and (5) "Uncertain Future." The booklet concludes with a section for students containing discussion questions and a 16-item list of related readings. (EH)

ED 416 119 SO 027 476

Remer, Jane
Beyond Enrichment: Building Effective Arts Partnerships with Schools and Your Community.
PUB DATE- 96
NOTE- 564p.
LANGUAGE- English
EDRS Price- MF2 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Art Education; Community Resources; *Cooperative Planning; *Cooperative Programs; Educational Change; Educational Improvement; Elementary Education; *Fine Arts; *Partnerships in Education; School Business Relationship; School Community Relationship; Visual Arts
IDENTIFIERS- *Cultural Resources; *Public Private Partnership Programs

This anthology looks at arts partnerships which integrate community arts and cultural resources with schools. It also explores the structural, operational, and philosophical adaptations which take place within arts organizations and schools when they become engaged in the process of developing a healthy, responsive relationship. Finally, it examines the internationalization of populations, and dramatic changes in demographics. The important trade factors for the U.S. are: continued success as the most efficient food processors in the world and development of materials and processes to extend the shelf-life of products. The booklet concludes with a student quiz. (EH)

ED 416 143   SO 027 928

Welch, Mary A., Ed.
The Cost of Keeping Up Appearances.
PUB DATE- 96
NOTE- 23p.; For other booklets in this series, see SO 027 918-929. Some colored pages and graphs may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Agriculture; Conservation (Environment); *Economics; Environment; Environmental Education; Food; Landscaping; *Natural Resources; *Ornamental Horticulture; Secondary Education; Social Studies; *Technology

This issue focuses on the costs of keeping up appearances by landscaping the environment. Although insects can be a threat to plant health, much of the injury they cause will only threaten plant appearance. The study comes from a survey of two groups, landscape specialists and homeowners, who were asked to identify which plants in a photograph series they would consider damaged and which they would want their landscape management company to treat. Six photographs of a widely-used shrub, commonly known as a burning bush, were prepared with varying discoloration and damage ranging from uninjured to half stippled white. The survey revealed that landscape specialists have the same general tolerance for plant injuries as their clientele. The possible value and application of this research to commercial business is explored, along with a description of a model of the integrated pest management (IPM) plan. The decision making model for use of the IPM is explained. A student quiz concludes the booklet. (EH)

ED 416 144   SO 027 929

Welch, Mary A., Ed.
Trade is a Two-Way Street.
PUB DATE- 97
NOTE- 26p.; For other booklets in this series, see SO 027-918-928.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Agriculture; *Economics; *Exports; Food; Foreign Countries; *Imports; *International Relations; International Trade Vocabulary; *Natural Resources; Secondary Education; Social Studies

This issue focuses on how U.S. trade policies must recognize the interdependent nature of trade partnerships. Economic concepts related to world trade are explained. The booklet contends that the United States cannot have a comparative advantage in

Countries; Global Approach; International Cooperation; *International Organizations; *International Relations; *Peace; Secondary Education; Social Studies; World Affairs
IDENTIFIERS- *United Nations

Highlighting the 50th anniversary of the United Nations, this six-lesson unit of study addresses the history of the United Nations; the concepts of peace and conflict; and the topics of peacekeeping, development, relief, and the environment. One hundred handouts, suitable for transparency reproduction or classroom distribution, feature the United Nations charter and conventions; statements of past Secretary Generals and Nobel Laureates; political cartoons and newspaper clippings; and statistical charts, graphs, and maps. The lessons provide teacher preparation guidelines, recommendations for equipment and materials, suggested time needed for the lessons, and optional activities. Nine appendices conclude the unit and include text and film bibliographies, glossaries of political and environmental terms, time lines of United Nations and Nobel Peace Prize awardees, an optional lesson plan for the film, "Blue Helmets," and an introduction to cooperative learning methods. (WG)

ED 416 170 SO 029 205

Demaine, Jack, Ed.; Entwistle, Harold, Ed.
Beyond Communitarianism: Citizenship, Politics and Education.
PUB DATE- 96
NOTE- 226p.; First published by Macmillan Press, Ltd., London, England, Great Britain, 1996.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Citizenship; *Citizenship Education; Civics; Civil Liberties; Civil Rights; *Community; Democracy; Democratic Values; Educational Sociology; Foreign Countries; Freedom; Higher Education; Ideology; *Individualism; Justice; Political Socialization; *Politics; Social Values; United States Government (Course)
IDENTIFIERS- *Communitarianism; England; Europe

Thirteen authors reflect on different ideas of communitarianism and citizenship and on the ways those ideas find application in the fields of education, politics, and social welfare. Looking beyond communitarian ideology, the volume offers a more detailed discussion of citizenship in contemporary society. The essays are: (1) "Beyond Communitarianism: Citizenship, Politics, and Education" (Jack Demaine); (2) "Gender and Citizenship Rights" (Elizabeth Kingdom); (3) "Identity, Culture, and Environment: Education for Citizenship for the 21st Century" (Rob Gilbert); (4) Civic Education, Democracy, and the English Political Tradition" (Wilfred Carr; Anthony Hartnett); (5) "Education for Citizenship and the National Curriculum" (Ken Fogelman); (6) "Literacy, Citizenship, and Education" (Kenneth Levine); (7) "Ethnic Minorities, Citizenship, and Education (Sally Tomlinson); (8) "Towards European Citizenship" (Geoff Hoon); (9) Political Citizenship, Activism, and Socialist Beliefs" (Bryn Jones); (10) "Citizenship, Welfare Rights, and Local Government" (Ruth Lister); (11) "Citizenship and Disabled People: A Cause for Concern" (Len Barton); (12) "Knowledge of Most Worth To Citizens" (Harold Entwistle). (Contains over 350 references and an index.) (CB)

ED 416 171 SO 029 206

"Teaching Respect through Role Modeling" (A. Kirts and L. Nichols); "Being a Pro-Active Paraeducator: Working with Your Supervisor" (J. Morgan, B. Ashbaker, S. Durrant, and C. Larsen); "A Crisis...Now What?" (S. Davis and A. Hansen); "Yes, You Can Get There from Here: Building Bridges" (J. Rydalch and C. Cole); "An Invisible Agitator: How Difficulty in Processing Sensory Input Can Cause Disruptive Behaviors in School-Age Children" (P. Chadwell and M. Oversteg); "Bag of Tricks: Making Your Time Count" (D. L. Trease); and "Reading for All Learners" (P. H. Findlay). (SM)

ED 416 188 SP 037 757

Anderson, Rachel; Dobbs, Kristine; Jenkins, Brigid; Short, Patty
An Entrepreneur in the Classroom! Innovative Teaching.
PUB DATE- 97
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Creative Teaching; *Educational Innovation; Elementary Secondary Education; Public Schools; Teacher Attitudes; Teacher Characteristics; Teacher Expectations of Students; *Teacher Student Relationship

Innovative educators teach creatively while showing compassion and respect for their students. Innovation allows educators to apply their unique talents to create a stimulating environment where learning is fun and exciting. Innovative teachers continually evaluate lesson plans and make modifications to allow for change. They make decisions affecting students at the grassroots level. Innovative teachers encourage parent and community participation. Children often come to school with emotional, physical, and cultural baggage, and teachers must take responsibility for them while being understanding of their unique needs. It is important for everyone in the community to be involved in education, regardless of age or social status. Suggestions from California teachers on improving the educational system include extending the school day, revamping the bureaucratic process to give teachers more authority, revising tenure, downsizing administration, rewarding great teachers, reducing class size, avoiding labels, offering more charter schools, empowering paraprofessionals, and providing more field experience and mandatory inner city experience for all teachers. The paper describes three schools' approaches to innovative teaching: Jaime Escalante, a former East Los Angeles mathematics teacher; Velda Correa, principal of an elementary school in Weslaco, Texas; and Marva Collins, director of a private school in Chicago, Illinois. (SM)

ED 416 189 SP 037 760

Johnston, James D.
Cognitive Perplexity in Maintaining Teacher Change: A Cultural View.
PUB DATE- 97
NOTE- 15p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Memphis, TN, November 13, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

to promote physical activity among young people. It is reported that over the years, state requirements for daily physical education have eroded, and today no states currently have such a requirement. In addition to physical education, schools can promote physical activity in a variety of ways. For example, they can: promote collaboration between physical education and classroom teachers; provide extracurricular physical activity programs; coordinate physical activities with community agencies; encourage and enable parental involvement in physical activity; and provide physical and social environments that encourage and enable physical activity. Resources are included. (Contains 12 references.) (LL)

ED 416 205 TM 028 051

Musolino, Gina M.
Evaluation of the Performance Criteria Ratings of New Graduates of Nova Southeastern University Physical Therapy Program.
PUB DATE- 97
NOTE- 80p.; Practicum report, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Numerical/Quantitative Data (110)
DESCRIPTORS- *Accreditation (Institutions); College Faculty; *College Graduates; *Criteria; Evaluation Methods; Graduate Surveys; Higher Education; *Performance Factors; *Physical Therapy; Program Evaluation; Tables (Data)
IDENTIFIERS- *Nova Southeastern University FL

The purpose of this practicum was to evaluate whether graduates in Physical Therapy from Nova Southeastern University (NSU) (Florida) meet accreditation criteria and to compare student and clinical instructor evaluations. This was the first year in which the new Physical Therapy program had graduates who could be evaluated, and outcome measures were part of the requirements for accreditation of the program. The evaluation reported in the practicum considered discrepancies between the ideal performance criteria and the actual performance criteria for curriculum review. Following a literature review and review of accreditation requirements of the Commission on Accreditation of Physical Therapy Education (CAPTE), data were collected from new graduates and their faculty using a rating scale developed by the American Physical Therapy Association for physical therapy program outcomes. Fifty-eight graduates and 48 clinical instructors responded. Findings indicate that NSU physical therapy graduates are meeting the evaluative criteria for accreditation of education programs for the preparation of physical therapists as determined by a rating of 7.0 or above on the CAPTE criteria instrument. Program graduates' evaluation assessments did not agree in entirety with clinical instructors' evaluations of new program graduates, in that the evaluation assessments of new graduates were rated higher on the continuum than instructors' assessments. Recommendations are made for study of evaluation results and continued development of the evaluation process. Five appendixes contain NSU mission statements for the physical therapy program, the CAPTE performance requirements, a report from the Southern Association of Colleges and Schools, the CAPTE instrument, and a list of CAPTE committee members. (Contains 18 tables and 16 references.) (SLD)

ED 416 206 TM 028 052

Musolino, Gina M.

in them. Simulation technologies exist in at least four major forms: (1) gaming, formalized play with rules players follow; (2) role-playing, in which participants assume specific parts in defined situations; (3) simulators, systems in which operators and machines interact in ways that approximate real life; and (4) modeling, experimentation with representations of a system. Some uses of these approaches in education research are given. These applications include a change game, in which change in a school district is presented as a game and a role-playing simulation in program planning at WestEd. Another example is a task simulation at the Far West Consortium for Educational Development, Dissemination, and Evaluation. Simulation and its modern-day companion, virtual reality, will play a major role in entertainment and science for the foreseeable future. These new applications will be useful in education research through constructing artificial prototypes, studying living systems, and imitating how the brain works. Three appendixes provide two examples of simulation in use in education research settings and a list of modeling software vendors. Contains a 32-item annotated bibliography. (Contains 1 figure and 23 references.) (SLD)

ED 416 223 TM 028 075

Samaras, Anastasia P.; Francis, Shari L.; Holt, Yvonne D.; Jones, Thomas W.; Martin, David S.; Thompson, Joan L.; Tom, Alan R.
How To Succeed in a Joint State-NCATE Review.
PUB DATE- 98
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accreditation (Institutions); Accrediting Agencies; *Cooperation; Elementary Secondary Education; *Evaluation Methods; Higher Education; *State Programs; *Teacher Education
IDENTIFIERS- *National Council for Accreditation of Teacher Educ; National Council for Accreditation of Teacher Educ

A group of teacher education faculty, state certification officers, and National Council for Accreditation of Teacher Education (NCATE) staff share what they have learned from State-NCATE joint review and accreditation visits. In the state-NCATE-based approach, the NCATE reviews the operation of the units, and the state reviews content preparation programs using its own process and standards. Dilemmas concerning the joint review that are addressed include: (1) issues of partnership versus ownership; (2) process versus product frameworks in planning; and (3) proactive versus reactive measures for institutions of higher learning and state organizations for the accreditation of teacher education. Conceptual and practical suggestions are offered for working collaboratively to develop high-quality teacher education programs and successful joint review and accreditation visits. The successful cooperation between states and the NCATE has been demonstrated at the Catholic University of America and Gallaudet University. The joint review process will work successfully if all constituents understand that collaboration efforts are about the children who will benefit. (Contains 1 table and 11 references.) (Author/SLD)

ED 416 224 TM 028 078

Center, David B.; Obringer, S. J.
Generic Curriculum Components in Special Education Teacher Education Programs.

*Federal Programs; *National Surveys; Prevention; Research Needs; Research Reports; *School Safety; Tables (Data); *Violence

Several Federal programs and initiatives are underway to reduce crime and violence in the schools. In connection with these efforts, Congress had passed legislation requiring the National Center for Education Statistics to collect data about the seriousness and incidence of violence in elementary and secondary schools. This report presents an overview of existing national datasets that can be used to satisfy this legislative requirement. Information related to school crime and violence in these datasets is described, and the quality of that information is assessed. Strengths and weaknesses of a report to Congress based on the most recently collected data are discussed, and recommendations are made for developing a survey system designed to collect rigorous and detailed information on crime and violence in the schools. The following national datasets are reviewed: (1) Monitoring the Future (National Institute on Drug Abuse); (2) Youth Risk Behavior Survey, 1993, 1995 (Centers for Disease Control); (3) Schools and Staffing Survey (National Center for Education Statistics) (NCES); (4) National Household Education Survey (NHES); (5) The American Teacher: Violence in America's Schools (Metropolitan Life Insurance Company); (6) School Crime Supplement of the National Crime Victimization Survey (Bureau of Justice Statistics and the National Institute of Justice); (7) National Crime Victimization Survey (Bureau of Justice Statistics); and (8) National Education Longitudinal Study of 1988 (NCES). A review of the nature and quality of the information in these databases leads to the conclusion that most of them are appropriate for preparing a report to Congress. However, use of the National Education Longitudinal Study is not recommended, because it contains no information not already available in more recent databases. Information in the National Household Education Survey is also available from other databases. Collectively the recommended surveys provide a relatively large picture of the extent of crime, violence, and against-regulation behavior in schools. More and better information on student-level, teacher-level, and school-level crime and violence could be collected by a survey developed by the NCES that would include items that discriminate among different types of nonviolence and violent crimes and against-regulation behaviors. Appendixes describe the national databases and contain crosstabulation tables. (Contains 12 tables and 8 references.) (SLD)

ED 416 240 TM 028 120

Jenkins, Cleo R.
Report of Cognitive Research on the Public and Private School Teacher Questionnaires for the Schools and Staffing Survey, 1993-94 School Year. Working Papers Series.
PUB DATE- 97
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Processes; *Educational Research; *National Surveys; Private Schools; Public Schools; *Questionnaires; *Research Design; Teacher Characteristics; *Teachers; Test Construction
IDENTIFIERS- *Schools and Staffing Survey (NCES)

The Bureau of the Census conducts the Schools and Staffing Survey (SASS) for the National Center for Education Statistics. The SASS is a set of integrated self-administered surveys designed figures, and 4 boxes.) (SLD)

ED 416 257 UD 032 117

Challenge to Excellence. National Conference Report. Conference of the Foundation for Excellent Schools (Newport, Rhode Island, November 14-15, 1997).
PUB DATE- 97
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; College School Cooperation; Community Development; *Cooperation; *Disadvantaged Youth; Education Work Relationship; Elementary Secondary Education; Parent Participation; *Partnerships in Education; Program Development; Program Implementation; *School Business Relationship; *Urban Schools

The Foundation for Excellent Schools (FES) is a nonprofit organization dedicated to improving the quality of American public education through programs designed to increase opportunities and improve the academic performance of all students by bringing together educators, students, parents, and the local business community. Since 1987, the FES and its predecessor organizations (notably the National College Counseling Project) have worked with 110 schools to create low-budget, grassroots, self-sustaining programs. This report from the FES national conference in 1997 highlights key presentations and summarizes key topics grouped into the following areas: (1) "Creating an Educational Community"; (2) "Parents as Partners"; (3) "Winning the Literacy Challenge"; (4) "The Power of Partnering with Colleges"; and (5) "An FES Priority: Transforming High-Risk into High-Promise." Other featured topics included fundraising tips, leadership development, and ways to make the transition from school to work. Each section presents some examples of FES school programs and the ways participants exchanged ideas and found ways to adapt innovations from one school to another. The report concludes with excerpts from the keynote address by Albert R. Dowden, of Volvo Group North America, Inc., who asked educators to face the challenges of educating young people for the critical thinking they will need in the work world. (SLD)

ED 416 258 UD 032 118

Neighbor to Neighbor Conference (St. Louis, MO, September 26-28, 1996).
PUB DATE- 96
NOTE- 202p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; College School Cooperation; *Community Involvement; *Cooperation; *Disadvantaged Youth; Education Work Relationship; Elementary Secondary Education; Needs Assessment; *Partnerships in Education; Program Development; Program Implementation; School Business Relationship; *Urban Schools

In September 1996 academic and community members met for a 3-day conference entitled "Neighbor-to-Neighbor: Reflecting on Action." More than 20 community, school, or government based organizations presented papers in collaboration with an

Mentors; *Minority Groups; Peer Relationship; Professional
Education; Research Skills; Science Careers; Scientific
Research; Socialization; Summer Science Programs; Teacher
Student Relationship
IDENTIFIERS- *ASHE Annual Meeting; Tinto Model; University of
Minnesota Twin Cities

This study sought to determine factors affecting retention of minority students in graduate and professional science degree programs. The study was a variation of Vincent Tinto's (1987) student retention model, which relates retention to complex interactions between social integration and academic integration. In this study, interviews were conducted with 14 students (4 Caucasian, 5 Hispanic, and 5 African American) who had completed the Summer Undergraduate Research Program at the University of Minnesota, which was designed to improve access to graduate and professional schools for undergraduate women and students of color. Respondents, who were currently enrolled in graduate school, had plans to enroll, or had graduated from graduate or professional programs, all indicated that the program had positively affected their academic program, choice of graduate or professional programs, and career choice. Respondents also rated as important the following program characteristics: advanced research experience, information about graduate and professional school programs, acclimatization to graduate research work, establishing close friendships with peers, and mentoring relationships with faculty and program administrators. Minority students noted the importance of positive relationship with peers and faculty. The findings support Tinto's premise that social integration is important in furthering student persistence. Nine data tables and figures are appended. (Contains 19 references.) (CH)

ED 415 817   HE 030 968

Janes, Sharyn
Experiences of African-American Baccalaureate Nursing Students
Examined through the Lenses of Tinto's Student Retention Theory
and Astin's Student Involvement Theory. ASHE Annual Meeting
Paper.
PUB DATE- 97
NOTE- 28p.; Paper presented at Annual Meeting of the Association
for the Study of Higher Education (22nd, Albuquerque, NM,
November 6-9, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference
Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Persistence; Bachelors Degrees; Black
Colleges; *Black Students; *College Graduates; Graduate
Surveys; Higher Education; *Nursing Education; *School Holding
Power; Student Attitudes; Student College Relationship;
*Student Participation; Theories
IDENTIFIERS- African Americans; *ASHE Annual Meeting; Astin
(Alexander W); Tinto Model

African-American nurses' perceptions of their baccalaureate nursing school experiences were examined in relation to Vincent Tinto's (1987) theory of student retention and Astin's theory of student involvement. In-depth interviews were conducted with four graduates of a predominantly black southeastern university and four graduates of a predominantly white southeastern university. Individual commitment to degree completion was a major factor in persistence. Respondents generally perceived the black campus as comfortable, warm, and nurturing, while they tended to perceive the white campus as cold and uncaring.

alternatives to teaching and learning of technical skills and subjects. (Author)

ED 415 834 IR 018 684

Xu, Gong-Li
Advantages and Disadvantages of Using E-Mail as Instructional Aid: Some Random Thoughts.
PUB DATE- 96
NOTE- 10p.; Paper contributed to the Teaching in the Community Colleges Online Conference, "Innovative Instructional Practices" (1st, Kapiolani Community College, April 2-4, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Class Activities; Computer Anxiety; Computer Mediated Communication; *Computer Uses in Education; Cooperative Learning; Educational Technology; *Electronic Mail; Feedback; Foreign Countries; Higher Education; Student Participation; Teacher Participation; Teaching Methods; Writing (Composition)
IDENTIFIERS- Access to Computers; *Barriers to Participation

This paper explores the educational benefits and limitations of e-mail as an instructional aid to classroom-based teaching. It looks at practical ideas of how e-mail has been used to aid classroom instruction, and highlights and examines each usage of e-mail in terms of its effects on classroom teaching. E-mail systems have been used for classroom activities such as: online material presentation, online collaborative and project work, online help hotlines, online group discussions, and evaluation. The advantages of computer mediated communications in classroom use include: developing academic discourse, collaborative and project work, knowledge building, maximizing the knowledge and experience of all participants, increasing equity of participation, cross-cultural participation, development of reflective writing skills, overcoming social isolation, emotional involvement, ready access to help and support, feedback to and direct student contact with the central academic team, active and interactive participation, freedom from constraints of time and location, and learner control. Disadvantages of computer mediated communication include: e-mail is a limited symbolic representation system void of oratory and graphic appeals and thus open to misunderstanding, some learners prefer speaking to writing, e-mail is limited to certain kinds of learning, computer anxiety may be a barrier to participation, and cost and access to technology may also be barriers. (SWC)

ED 415 835 IR 018 685

Ritchie, Donn C.; Hoffman, Bob
Using Instructional Design Principles To Amplify Learning on the World Wide Web.
PUB DATE- 97
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Computer Assisted Instruction; Distance Education; Educational Media; Educational Strategies; Electronic Publishing; Feedback; Higher Education; Information Dissemination; Information Retrieval; *Instructional Design; *Online Systems; Student Motivation; Teaching Methods; Users (Information); *World Wide Web

Networking Issues in K-12 Schools. CD-ROM .
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 0p.; CD-ROM requires 16 MB RAM and runs on Windows and Macintosh computers. Includes a brief printed guide.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Computer Literacy; Computer Mediated Communication; *Computer Networks; *Computer Oriented Programs; Computer System Design; *Computer Uses in Education; Educational Planning; *Educational Technology; Elementary Secondary Education; Information Technology; *Online Systems
IDENTIFIERS- Northwest Educational Technology Consortium; *Technology Integration

This CD-ROM provides a way to become aware of and understand the many issues involved in planning, implementing, and using networks in K-12 schools. It is designed to serve both as a basic resource and as a pointer to other resources, and is useful for school board members, superintendents, administrators, teachers, technology coordinators, students, and community members. The material assumes little technical knowledge about networks. In addition to help screens and navigation tips, the CD-ROM contains the following five sections: "Tours"; "Impact on Schools"; "Planning a Network"; "Resources"; and "Building a Network." Tours are provided using tour guides or self-directed tours, and are given from four different perspectives--school board member, technology coordinator, teacher, and administrator. The "Impact on Schools" section looks at how networks impact learning, teaching, and administration. "Planning a Network" provides both an overview of topics and the ability to delve deeply into specific areas of interest. The "Resources" section consists of a portion of the Northwest Educational Technology Consortium (NETC) web site--with information about technology in education; and a collection of 16 full-text, printable documents supplementing information throughout the CD-ROM. "Building a Network" is an interactive introduction to networking basics, designed primarily for novices. The accompanying brochure contains installation and troubleshooting information, and a product overview. (SWC)

ED 415 853 IR 018 713

Mann, Monica
Technology in Education. PREL Briefing Paper.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 5p.; Pacific Resources for Education and Learning is formerly known as the Pacific Region Educational Laboratory.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Information; Computer Networks; *Computer Uses in Education; Cooperative Learning; *Curriculum Development; *Educational Technology; Elementary Secondary

interwoven as they are with copyrights, networking between institutions, and the fact that no regular, formal educational program will automatically produce the specialists needed in the field of these materials. (SWC)

ED 415 871 IR 056 841

Ramsey, Ann
Chester County Library, Final Performance Report for Library Services and Construction Act (LSCA) Title VI, Library Literacy Program.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC. Office of Library Programs.
PUB DATE- 94
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Learning; *Adult Literacy; Adult Students; Federal Programs; Grants; *Improvement; *Library Facilities; *Literacy Education; Public Libraries; *Tutoring
IDENTIFIERS- Library Services and Construction Act

This Final Performance Report provides information and data to the U.S. Department of Education for the federally-funded Library Literacy Program. The report includes the following sections: general information; quantitative data; and narrative report. The Chester County Library (Chester, South Carolina) serves a community of 25,000-50,000 people. It used the Title VI funds for space renovation and basic literacy services. The project involved the Laubach tutoring method, and the "Ready to Read!" method, which uses newspapers to teach adults to read. Tutoring was provided in one-on-one and small group settings. The major goal for the project was met by completing the renovations to a section of the library's basement and establishing a new Community Learning Center. Two literacy classes using the "Ready to Read!" method were begun. The library also recruited and hired a Library Literacy Coordinator. The project allowed the library to further commit both facility and staff to the local literacy cause. (Includes a floor plan of the Community Learning Center, project recruitment brochure, and promotional poster.) (SWC)

ED 415 872 IR 056 842

Kline, Patricia A.; Long, Sandy
Lebanon Community Library, Final Performance Report for Library Services and Construction Act (LSCA) Title VI, Library Literacy Program.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC. Office of Library Programs.
PUB DATE- 94
NOTE- 83p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Information; Family Literacy; Federal Programs; Grants; *Information Dissemination; *Library Collection Development; *Library Collections; *Library Services; *Literacy; *Literacy Education; Public Libraries; Volunteer Training
IDENTIFIERS- Library Services and Construction Act; *Pennsylvania

Libraries; Resource Materials; Tutoring; Tutors; Volunteer Training; Volunteers
IDENTIFIERS- Tutor Training; Volunteer Recruitment

This final performance report for the Sanford Library Association's Project Literacy U.S. (PLUS) begins with quantitative data. Background information on the community is then provided. Actual accomplishments are compared to project objectives for 1991-92 in the following areas: (1) continuation of individualized literacy instruction or promotion to further education of illiterate and functionally illiterate adults; (2) recruitment and instruction in individualized basic literacy skills programs of illiterate and functionally illiterate adults from both the general population and the expanded target population of elderly, homeless, or handicapped adults, adult members of racial/ethnic/gender minorities, and adults from surrounding communities with limited library resources; (3) retention and training of current volunteer tutors; (4) recruitment and training of new volunteer tutors; (5) provision of a minimum of one hour of instruction per week to each participant; (6) raised reading level of 90% of the participants completing their Individualized Educational Plan (IEP); (7) purchase and circulation of high-interest/low-level and other resource materials; and (8) increased hours for the project coordinator and clerk/typist. Proposed and actual expenditures are compared. A narrative section describes activities undertaken, the library's role, organizations involved, facilities used, and project impact of the project. Attachments include a tutor/student record form and sample newsletter. (MES)

ED 415 889 IR 056 860

O'Connor, Susan K.; Ruth, Deborah K.
Brooklyn Public Library, Final Performance Report for Library Services and Construction Act (LSCA) Title VI, Library Literacy Program.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC. Office of Library Programs.
PUB DATE- 93
NOTE- 87p.; Attachments are hand-written and marginally legible.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Instructional Development; Library Role; *Library Services; Literacy Education; Public Libraries; Student Reaction; *Training Methods; Tutoring; Tutors; *Volunteer Training; Volunteers
IDENTIFIERS- Brooklyn Public Library NY; Database Development; *Tutor Training

This final performance report for the Brooklyn Public Library Literacy Program begins with a section that provides quantitative data. The next section compares actual accomplishments to project objectives for fiscal year 1992 in the following areas: (1) redevelopment of the tutor training, including redesign or addition of the writing process, group instruction approaches, whole language, roleplay, and observation elements of the training model; (2) upgrading of trainers through pre- and post-training meetings and participation in staff development seminars; (3) conversion to group instruction; (4) new tutor orientations; and (5) the establishment of student and tutor databases. Proposed and actual expenditures are compared. Activities undertaken, the role of the library, and agencies and organizations involved

(052)
DESCRIPTORS- Learning Activities; Librarian Teacher Cooperation; *Library Instruction; *Library Skills; Reference Materials; Research Papers (Students); *Research Skills; Research Tools; School Libraries; Secondary Education; *Secondary School Students; *Student Research; Teaching Guides

This book presents an approach for school librarians to use to introduce basic research tools to students in grades 7-12. Twelve "Excursions" (i.e., library research projects) are described. Excursions 1 and 2 provide an introduction to reference books, and Excursions 3 and 4 explore note-taking and basic organization of research papers. The projects in Excursions 5-12 cover a variety of topics, including World War II, endangered species, the Vietnam War, and astronomy. Objectives, complete instructions, a list of needed resources, reproducible activity sheets, and a bibliography are provided for each project. (MES)

ED 415 907 IR 056 878

Kahn, Miriam B.
Disaster Response and Planning for Libraries.
PUB DATE- 98
NOTE- 184p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Emergency Programs; Library Administration; Library Automation; Library Equipment; Library Facilities; Library Materials; Library Personnel; *Library Planning; Preservation; Prevention; Repair; Resources; *Risk Management; Training
IDENTIFIERS- *Disaster Planning

Providing a customized disaster response plan to assist libraries in quick recovery, this resource also outlines step to minimize damage and protect materials before trouble strikes. The first section of the book, "Response," contains information how to handle small jobs in-house and suggestions for working with contractors--with an emphasis on the need to get back to normal as soon as possible. The second section, "Recovery; or, Resumption of Normal Operations," includes guidelines for what to do when the institution is no longer in disaster mode, including evaluating the effectiveness of the plan and modifying it as needed with additional staff training in the weak spots. "Prevention," the next section, is closely tied with the fourth section, "Planning," which lists responsibilities suggested for team members; prioritizes the order of recovering damaged collections; offers suggestions for staff training; and discusses planning for loss of computer services. The fifth section, "Response and Recovery Procedures," includes information on handling, packing, drying, and cleaning print and non-print materials, dealing with mold, and the effects of ozone. The appendix contains checklists and forms for disaster planning and lists organizations, companies, and suppliers that can assist in disaster response, recovery, and planning. (Contains a nine-page bibliography.) (MES)

ED 415 908 IR 056 879

Belcastro, Patricia
Evaluating Library Staff: A Performance Appraisal System.
PUB DATE- 98

environment." Students take distance education courses because of conveniences in time and location. Apprehensive at first, students soon develop coping mechanisms and learning strategies. However, to make this adjustment, they must have supportive faculty who involve them in the learning process as much as possible. Faculty, in turn, must acquire skills that help them adjust to new teaching surroundings and deal with fears regarding interpersonal shortcomings, job security, and the use of new technology. Faculty must realize their integral role in distance education, overcome their fears--which are often magnified in new environments, and develop these skills through training and practice. Distance education guidelines and training components are included in the appendices. (YKH)

ED 415 926 JC 980 087

Student Enrollments and Completions in the Illinois Community College System, Fiscal Year 1997.
PUB DATE- 98
NOTE- 87p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Academic Persistence; Annual Reports; Articulation (Education); Associate Degrees; *Community Colleges; Diversity (Student); Educational Certificates; *Enrollment; *Enrollment Trends; Ethnic Groups; Grade Point Average; Graduation; *Minority Groups; School Demography; Student Certification; *Student Characteristics; Tables (Data); Transfer Students; Two Year College Students; Two Year Colleges; Vocational Education
IDENTIFIERS- *Illinois Community College System

The 1997 fiscal year annual report on schools in the Illinois community college system focuses on student enrollment and completion. The demographic enrollment data reveals that slightly more than half the students are female, one third is of minority ethnicity, and 2 out of every 5 students are 31 years of age or older. Most of the instructional program areas experienced increased enrollments, the largest of which was the baccalaureate/transfer program. Over half of the students indicated they were enrolled in school with no intention of pursuing a degree, and intended only to complete a certificate or specific courses. Three-fourths of the students attended part-time, with the majority having only high school backgrounds. Eighty-two percent of student grade point averages were 2.01 or above. There was a slight decrease in the number of degrees and certificates awarded, and of those that did graduate, the majority were female non-minorities. More than half of the students under age 25 completed baccalaureate/transfer degrees. Across all age groups, the proportion of occupational graduates increased as age advanced. Appendices include enrollment data tables and completion data tables. (YKH)

ED 415 927 JC 980 088

Report on Business/Industry Services Grants, Fiscal Year 1997.
PUB DATE- 98
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

revealed the following: (1) Texas institutions emphasized compliance with the law rather than the outcomes and quality of remedial programs; (2) there was a significant lack of early remediation efforts in high school and articulation between postsecondary and secondary education; and (3) developmental education had become a repository for many "problem" students. In 1997, Texas Legislature passed Senate Bill 148, which encouraged rewarding students for high school achievement by providing them a means of TASP exemption; taking the TASP in high school; capping the amount of state reimbursement for developmental course hours; providing an earlier and improved means of student assessment; and offering an alternative means of exiting remediation. (YKH)

ED 415 946   JC 980 109

Kjeer, Julie M.
Generating More Light Than Heat.
PUB DATE- 97
NOTE- 11p.; Contributed paper for AMATYC Conference (Atlanta, Georgia, November 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Colleges; Educational Assessment; Educational Innovation; Educational Strategies; Feedback; Grades (Scholastic); Internet; Learner Controlled Instruction; *Learning Strategies; Performance Based Assessment; *Portfolio Assessment; *Scoring; Self Evaluation (Individuals); Student Characteristics; Student Journals; Student Motivation; Student Role; Teacher Response; *Teacher Student Relationship; Teaching Methods; Teaching Styles; Two Year Colleges
IDENTIFIERS- *Bethany Lutheran College MN

In today's progressive teaching environment where conceptual learning is key, portfolio assessment helps provide the motivation necessary to involve students in the learning process. The increased responsibility and empowerment of the student, the inclusion of a wider variety of assessment forms such as research papers, interviews, video presentations, and self-assessment, and the disappearance of numerical scores on individual feedback has resulted in very positive results, as indicated by a calculus class taught at Bethany Lutheran College in Minnesota. In the absence of grades, students are less pressured to focus only on high scores. They become more motivated to achieve true conceptual understanding. Exams are not given grades, but constructive criticism. Students must analyze their mistakes, correct them, and turn them in again. Out-of-class projects such as journal entries, career interviews, and Internet research require active learning. This innovative means of assessment, though somewhat subjective and time-consuming, provides more of a challenge than traditional instruction and allows students to see their progress throughout the duration of the course. The increased skills of and positive feedback from students proves its effectiveness in improving the learning process. (YKH)

ED 415 947   PS 024 725

Sheffer, Susannah, Ed.
Growing without Schooling, 1996.
PUB DATE- 96
NOTE- 161p.; For the 1995 issues, see PS 023 970.
LANGUAGE- English

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; *Child Health; Child Welfare; Children; *Early Intervention; Health Programs; Health Promotion; Health Services; *Mental Health; *Mental Health Programs; *Prevention; Program Effectiveness; *Program Evaluation
IDENTIFIERS- *Healthy Children 2010; Healthy People 2000; Service Quality

This article focuses on the formal evaluation of large-scale preventive interventions promoting positive mental health in children and adolescents, using examples of conduct problems. The state of the art in program evaluation is discussed based on quantitative evaluations of mental illness prevention programs. The article reviews current thinking in three related areas of evaluation of health improvement programs for children. First, a case is made for the necessity of evaluations of mental health improvement programs, including a discussion of recent trends in evaluation research in general. Second, more focus specifically on prevention research is encouraged. The dual role of evaluation in the prevention context as both testing efficacy and information theory is presented. Finally, a discussion concerning specifics about design and statistical issues raised by this perspective is presented. The article concludes by addressing how the presented approach to evaluation of prevention programs addresses stages in the prevention research cycle: (1) theory development, which allows for further theoretical understanding of illness processes; (2) implementation clarity, which allows for enhancement of effective, large-scale prevention programs; (3) identification of effective programs to ensure maximum impact; (4) more effective disseminated programs to enhance the likelihood of success; and (5) grounds for improvement to assist in the refinement and success of subsequent preventive interventions. Contains approximately 100 references. (SD)

ED 415 965 PS 026 132

Gottfredson, Denise C.; Fink, Carolyn M.; Skroban, Stacy; Gottfredson, Gary D.
Making Prevention Work.
PUB DATE- 97
NOTE- 36p.; In: Establishing Preventive Services. Healthy Children 2010. Issues in Children's and Families' Lives, Vol. 9; see PS 026 124.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Health; Context Effect; Delivery Systems; Early Intervention; Elementary Secondary Education; Health Education; Health Programs; Health Promotion; Health Services; *Organizational Climate; Physical Health; *Prevention; *Program Implementation; *School Health Services; School Organization; *School Role
IDENTIFIERS- *Healthy Children 2010; Healthy People 2000; Service Quality

Noting that prevention programs seldom work well, primarily because they are not implemented as required by the underlying program theory, this article summarizes literature suggesting that features of the implementing organization and its ecological context are related to the strength and fidelity of implementation. Schools are used as a focal point for studying the organizational correlates of implementation strength, and evidence is summarized concerning the demographic and

Homeschooling: Parents' Reactions.
PUB DATE- 97
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Attitudes; Elementary Secondary Education; *Home Schooling; Nontraditional Education; *Parent Attitudes; *Parents as Teachers; Socialization

Many people dissatisfied with the public school system are actively seeking alternatives to public education. In the past, the only alternatives to public school were parochial or private schools or privately hired tutors. Not everyone could afford these alternatives. Over the past 20 years, another alternative to public school education has come into being, namely home schooling. This paper provides an overview of home schooling and describes a survey of home schooling parents. The overview discusses the reasons parents home school, the curriculum, socialization issues, support groups, legal issues and requirements, and advantages and disadvantages of schooling at home. A survey of 12 home schooling parents from the Bronx (New York) and Manhattan (New York) showed that most had been home schooling for over 5 years and all had a college education. Reasons for home schooling included religion, opportunity for individualization, and ability to monitor closely children's learning and personal relationships. All chose their own curriculum, and most were not concerned with lack of socialization, believing that socialization at public schools is negative and preferring to provide other social opportunities for their children, such as community group involvement. All parents found home schooling to be a tremendous amount of work, and all used a local support group. On the whole, parents agreed that their children's reactions to home schooling were positive and appreciative. (Contains 11 references.) (EV)

ED 415 985   PS 026 169

Lozano, Patricia; Medearis, Linda
Matematica Natural.
PUB DATE- 97
NOTE- 9p.; Paper presented at the International Conference and Exhibition of the Association for Childhood Education (Portland, OR, April 9-12, 1997).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Culturally Relevant Education; Early Childhood Education; Experiential Learning; Hispanic Americans; *Mathematics Activities; *Mathematics Curriculum; Parents as Teachers
IDENTIFIERS- *Hands on Experience; *Natural Mathematics; NCTM Curriculum and Evaluation Standards

Matematica Natural (Natural Mathematics) is a mathematics curriculum for young children based on the assumption that they learn mathematics through concrete, real life, relevant experiences and that educational differences rather than cultural differences influence math achievement. The curriculum uses hands-on materials and activities to teach mathematics, incorporating parental involvement and learning based on prior experiences. This report describes the Natural Mathematics

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; Black Students; *Dropout Rate; *Early Parenthood; Economically Disadvantaged; *Educational Attainment; Family School Relationship; High School Students; High Schools; Hispanic Americans; Longitudinal Studies; Models; Predictor Variables; Racial Differences; Theories; Whites
IDENTIFIERS- African Americans; National Education Longitudinal Study 1988; Opportunity Costs

This study used current data from a cohort of eighth graders in the National Education Longitudinal Study of 1988 to test whether dropping out of high school and other measures of educational performance and involvement influenced the likelihood of having a school-age birth for whites, blacks, and Hispanics. Three major sets of independent variables were included, family-level (race/ethnicity, socioeconomic status, family size, intact family, mother's age at first birth); school-level (school type, percent minority, percent low income); and individual level (sex education, school performance, involvement in school activities, retention in grade, dropout status). Findings indicated that black females were more likely to have school-age births than Hispanics or whites, but were not more likely to drop out of school. Hispanics had the highest dropout rates. A set of proportional hazards models supported an opportunity-cost approach for predicting school-age motherhood; for all racial/ethnic groups, high educational performance, school involvement, and aspirations were associated with postponing motherhood. Among whites and Hispanics, dropouts, especially young dropouts, were more likely to become school-age mothers, apart from other family and educational factors. While African American teens did not show a relationship between dropping out of school and the risk of motherhood, school-level factors were important predictors of having a school-age birth for this group. (Contains 54 references.) (Author/KB)

ED 416 002 PS 026 188

The Rural Community Development Process To Address Rural Child Care Needs.
PUB DATE- 96
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Citizen Participation; Community Action; Community Cooperation; *Community Coordination; *Community Development; *Day Care; *Early Childhood Education; Foreign Countries; Resource Materials; *Rural Areas; Rural Development; Theory Practice Relationship
IDENTIFIERS- Canada; *Child Care Needs; Community Based Organizations; Community Campaigns; Community Needs

This document presents a step-by-step approach to a community development process for addressing child care needs in rural Canada. Part 1 of the document introduces the need for child care in rural areas in Canada and describes challenges to meetings those needs. This section also presents the principles underlying community development and outlines a five-step community development process. A list of resources for rural

LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Age Differences; Caregiver Child Relationship; *Child Caregivers; Child Development; Early Childhood Education; *First Aid; *Infant Care; Safety; *Young Children
IDENTIFIERS- *Babysitters; Child Safety; Emergencies; Medications

Intended to help parents ensure a safe and positive experience for their child's babysitters, this booklet provides helpful information for babysitters of children ages birth through 7 years. The booklet is divided into three major sections. Section 1 contains a letter to the babysitter regarding his or her responsibilities, suggested strategies for the sitter when typical problems occur such as siblings fighting or how to bathe a child, descriptions of what to expect from children of different ages, and suggestions for activities that children of different ages would enjoy. Part 2 of the booklet concerns medical emergencies and first aid procedures. The potential emergencies are listed in alphabetical order, and this section is marked for easy access. This final section of the booklet contains forms for parents to complete regarding the location of first-aid supplies and household items, special medical information, medical treatment release, and house rules. Also included in the booklet is a section on easing separation anxiety and a babysitter phone directory. (KB)

ED 416 020 PS 026 233

Kids Count in Missouri 1997 Data Book.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 97
NOTE- 338p.; For 1996 report, see ED 402 100.
LANGUAGE- English
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; Birth Weight; Births to Single Women; Child Abuse; Child Health; Child Support; *Children; Day Care; Demography; Dropout Rate; Early Parenthood; Elementary Secondary Education; Employed Parents; Lunch Programs; Mental Health; Minority Groups; Mortality Rate; Mothers; One Parent Family; Poverty; Preschool Education; *Social Indicators; State Surveys; Statistical Surveys; Tables (Data); Violence; *Well Being
IDENTIFIERS- *Indicators; *Missouri

IThis KIDS COUNT report documents the status of children in all 115 Missouri counties. Following an executive summary that reports areas of improvement, stabilization, and deterioration, and profiles for the state as a whole and for Caucasians versus minorities, summary information is provided for the following indicators: (1) students enrolled in free/reduced price lunch program; (2) births to mothers without high school diplomas; (3) low birth weight infants; (4) infant mortality; (5) child deaths; (6) probable cause child abuse; (7) out-of-home placement entries; (8) annual high school dropouts; (9) births to teens; and (10) teen violent deaths. Brief sections, "Missouri's Teens at Risk" and "Using KIDS COUNT to Change the Public Will," are then presented. The bulk of the report presents county-by-county profiles detailing the above-listed indicators, as well as data on demography, economic status, family supports, and health/mental health. Appendices contain raw data for indicators; data notes, sources, and references;

Globalisation, Localisation: Impacts and Implications for Teacher Education in the Asia-Pacific Region.
PUB DATE- 97
NOTE- 20p.; Paper presented at the Annual Conference of the Australian Teacher Education Association (27th, Rockhampton, Queensland, Australia, July 5-8, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cultural Exchange; Culturally Relevant Education; *Educational Research; Foreign Countries; Higher Education; *Indigenous Populations; *Nonformal Education; Research Projects; Secondary Education; *Self Determination; *Teacher Education
IDENTIFIERS- *Asia Pacific Region; *Indigenous Knowledge Systems

As economic globalization brings with it a broader cultural hegemony, a movement has developed in the Asia-Pacific region to reaffirm the significance of local cultures, focusing on local or indigenous knowledge and its place in the modern school and higher education. Some teacher educators are exploring ways of blending local processes of knowledge analysis into their research, others are incorporating local processes of knowledge transmission and acquisition into their teaching and are encouraging their graduates to do likewise in the school classroom. At Flinders University of South Australia, a network of indigenous and nonindigenous scholars has been researching and documenting this movement. This paper reviews their studies at Australian higher education institutions and postsecondary vocational programs that serve indigenous populations, among Australian secondary students of ethnic Vietnamese background, in a large urban New Zealand school with Maori students, in South Pacific island schools and colleges, in Papua New Guinea teacher education programs and literacy campaigns, in secondary schools of indigenous Indonesian communities, and in Thai universities. Overall, the studies show that local systems of knowledge analysis and transmission share many common features, including emphasis on unity of knowledge, spiritual aspects, individual autonomy and learner control, and experiential basis. There is also strong evidence that local and global knowledge can be syncretized to create new ways of thinking and learning. Contains 41 references. (SV)

ED 416 039 RC 021 266

McCoy, Melody L.; Thompson, Melissa K.
Indian Education Legal Support Project, "Tribalizing Indian Education." Compilation of State Indian Education Laws.
PUB DATE- 97
NOTE- 106p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *American Indian Education; Educational Legislation; Educational Responsibility; Elementary Secondary Education; Higher Education; Public Schools; *School Law; *State Aid; *State Legislation; Tribal Government; Tribal Sovereignty; *Tribally Controlled Education; Tribes
IDENTIFIERS- Native Americans; *State Tribal Relationship

The Native American Rights Fund seeks to "tribalize" formal education through developing tribal education laws and called the facilitative style, this is the preferred mode of intervention for group leaders because the contribution of conflict to the growth process is honored. Suggestions are offered for dealing with group "saboteurs" and working with various types of conflict. A 2-day intervention to resolve conflict in a community college department is described. Contains 11 references. (SV)

ED 416 057 RC 021 386

Hauser, Jerald; Zimmerman, Gloria
Self-Enhancing Seminars and Experiential Journals for Cooperating Teachers: A Professional Growth Model.
PUB DATE- 96
NOTE- 7p.; In: Spawning New Ideas: A Cycle of Discovery; see RC 021 376.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Collegiality; *Cooperating Teachers; Elementary Secondary Education; *Faculty Development; Higher Education; Interprofessional Relationship; Mentors; *Reflective Teaching; *Seminars; *Student Teachers; Teacher Attitudes
IDENTIFIERS- Protege Mentor Relationship; *Reflective Supervision; Saint Norbert College WI; *Teacher Journals

Since 1989, professional growth seminars at St. Norbert College (Wisconsin) have brought cooperating teachers together to share their thoughts and emotions related to the experience of student teacher mentoring. In these seminars, the mentors gather for mutual instruction and support. Each seminar series consists of six 2-hour meetings during a 16-week semester. Each mentor supervises a student teacher during seminar participation and keeps a journal of personal reflections on the experience. The seminar aims to elicit in-depth discussion about effective student teacher guidance. Seminar facilitators guide cooperating teachers through Rogerian-based reflective dialogue sessions, with frequent reference to the experiential journals. Use of Rogerian principles that involve self-disclosure and empathic listening during the intimate dialogue sessions help participants not only to become better mentors, but also to become more "self-actualized" and "fully functioning." Presented are excerpts from participants' journals that discuss the qualities of successful student teachers, the student teacher-cooperating teacher relationship, mentor stress, student teacher evaluation, and the mutual support and other benefits derived from the seminar. (SV)

ED 416 058 RC 021 387

Henderson, Bob; Mehta, Sonali; Elrick, Michael
A Practitioner's Look at Research: Experientially Based Practitioner-Friendly Program Assessment Measurement Tools.
PUB DATE- 96
NOTE- 7p.; In: Spawning New Ideas: A Cycle of Discovery; see RC 021 376.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Action Research; Classroom Research; *Concept Mapping; *Evaluation Methods; Experiential Learning; Foreign

EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Annual Reports; *Budgets; *Federal Government; *Financial Support; Full State Funding; *Research and Development; Tables (Data)

This annual report contains information on federal funding of research and development for fiscal years 1995, 1996, 1997. Data in the tables of this report were derived from the Survey of Federal Funds for Research and Development for Fiscal Years 1995, 1996, and 1997. They reflect research and development funding levels as reported by 33 federal agencies from May through August 1996. Research and development totals in these tables are given in both outlays and obligations. The research and development obligation data are further categorized according to character of work, performer, field of science or engineering, and Federal Research and Development funding by State. This report consists of three sections. The first section provides definitions of technical terms to the reader. The second section lists federally funded research and development centers by agency and type of administration. Section three contains statistical tables. Appended are agencies included in this survey (volumes 26 to 45). (ASK)

ED 416 079 SE 061 115

The Environmental Education Collection: A Review of Resources for Educators. Volume 1.
PUB DATE- 97
NOTE- 127p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Books (010)
DESCRIPTORS- Conservation Education; *Curriculum Enrichment; Ecology; *Educational Resources; Elementary Secondary Education; *Environmental Education; *Hands on Science; Interdisciplinary Approach; Learning Activities; Multimedia Materials; Rainforests; Recycling; Science and Society; Science Education; Wildlife
IDENTIFIERS- Stewardship

This book is designed to help educators find curricula, multimedia resources, and other educational materials that can enhance the teaching of environmental education in a variety of settings. Curriculum materials included in this compendium were evaluated using a set of guidelines developed by the North American Association for Environmental Education (NAAEE). These guidelines highlight six key characteristics of high-quality environmental education materials: (1) fairness and accuracy; (2) depth; (3) emphasis on skills building; (4) action orientation; (5) instructional soundness; and (6) usability. The first section of this resource guide details approximately 50 environmental education curriculum materials. Entries are listed alphabetically and each contains a summary of the curriculum; information about grade level, subject areas, author, publisher, and price; comments specific to the six key characteristics; and a sample of quotations from the reviewers' evaluation sheets. The second section contains an annotated listing of support materials. Following this section is a matrix that cross-lists all of the materials and their various characteristics. Curriculum materials cover such subjects as recycling, environmental chemistry, geology, biodiversity, deforestation, butterflies and other insects, rainforests, wetlands, and agriculture. (PVD) matched with a verb conveying something about the animal's behavior. Each animal and its action verb are depicted in two illustrations that allow the viewer to solve a visual puzzle. Each illustration is labeled with only one word. The first picture shows a part of the animal and the action verb while the second picture shows the whole animal and its name. A glossary describes all of the depicted animals at length, including their size, habitat, diet, and behaviors. A separate teaching guide, designed to be used with the picture book, offers several activities to support and enhance the curriculum. The activities are divided into the areas of language arts, science, movement, and art. Sample science themes explored include camouflage, the five senses, and protection. Movement activities allow students to mimic such active verbs in the book as slither, reach, and swing. Art activities have students trying to use the "part to whole" style of drawing. Activities are divided into sections for younger and older children. A section is devoted to preparing students for reading the book and activating prior knowledge by having students list animals they have actually seen and having them demonstrate how each one moves. A section on related literature refers to specific animal themes in other books to reinforce lessons about the behaviors of the animals in this picture book. (PVD)

ED 416 096 SE 061 152

Research and Development in Industry: 1994. Funds, 1994 Scientists and Engineers, January 1995. Detailed Statistical Tables.
PUB DATE- 97
NOTE- 200p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Industry; *Research and Development; Science and Society; *Statistical Data; Statistical Surveys; Tables (Data)
IDENTIFIERS- National Science Foundation

This report was produced from the results of the 1994 Survey of Industrial Research and Development. It contains the full set of statistics produced from the survey and provides national estimates of the expenditures on research and development performed within the United States by industrial firms whether U.S.- or foreign-owned. Industry statistics contained in this report were developed from data collected from individual companies or enterprises. Data collected for the various subparts of each enterprise are tabulated in the major standard industrial classification of the company. National totals are estimated by summarizing the industry estimates. A variety of graphical displays are included. (Author/DDR)

ED 416 097 SE 061 153

Barry, Dana M.
Science Teachers Benefit from Clarkson University's "Adopt a School" Project.
PUB DATE- 97
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Career Exploration; Educational Resources; Elementary Secondary Education; *Engineering Education; *Hands

struggle to produce and sustain the changes that can occur in teaching and learning for children when artists, professional art educators and classroom teachers pool their expertise to integrated arts instruction into the basic curriculum. Ideas contributed through interviews with artists, art educators and arts administrators are incorporated in text of 8, subdivided chapters: (1) "Introduction: From Enrichment to Engagement"; (2) "What Schools are for and the Case for the Arts in General Education"; (3) "School Reform and the Arts"; (4) "Arts Partnership as a Strategy for Institutional Change"; (5) "Arts Partnerships in the Classroom"; (6) "Determining Program and Instructional Effectiveness: Research, Evaluation, Assessment and Standards"; (7) "Catalysts for Community Activism and Commitment: Arts Agencies Foundations and International Associations"; and (8) "Conclusion: The Oxymoronic Quest for Durable Change". The work concludes with Appendices, a Bibliography, and an Index. (MM)

ED 416 120 SO 027 508

Gonsalves, Philip; Kopp, Jaine
Build It! Festival. Teacher's Guide. Grades K-6.
PUB DATE- 95
NOTE- 213p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Architecture; Art Activities; Elementary Education; Experiential Learning; *Geometric Concepts; Geometric Constructions; Interdisciplinary Approach; *Learning Centers (Classroom); *Mathematical Concepts; Patternmaking; Science Activities; Symmetry
IDENTIFIERS- Polyhedra; Tangrams; Tessellations

The activities presented in this guide are designed for elementary age students, and intended to provide hands-on, integrated learning experiences. A learning station format is indicated for open ended activities which include a "Preliminary Activity: Free Exploration First!", an "Introductory Activity: Architect/Builder", and eight activities: (1) "Create-A-Shape"; (2) "Dowel Designs"; (3) "Polyhedra"; (4) "Fill-A-Shape"; (5) "Symmetry"; (6) "What Comes Next?"; (7) "Tessellations"; and (8) "Tangrams." Each activity incorporates a key mathematical concept and other curricula skills which encourage students to develop spatial awareness and become sensitive to patterns and designs. For each activity, the guide provides: (1) an overview, (2) a list of needed materials, (3) information about materials and station preparation, (4) tips on how best to implement the learning station, (5) an explanation of how to present the activity, (6) suggestions for extending the activity, and (7) additional teacher information. Instructions for "Making 'Build It! Festival' A School-Wide Event!", a "Geometric Glossary", a "Resource Books" list, suggested "Literature Connections", and "Sources for Materials" conclude the guide. (MM)

ED 416 121 SO 027 550

Melchior, Alan; Jastrzab, JoAnn; Bailis, Larry; Frees, Joseph W.
Serving America. The First Year of Programs Funded by the Commission on National and Community Service.
SPONS. AGENCY- Abt Associates, Inc., Washington, DC.; Brandeis Univ., Waltham, MA. Center for Human Resources.
PUB DATE- 94

producing all goods and that by offering consumers low-priced imports from overseas the United States can strengthen its economy. The basic premise is that the United States should export what it does best and import the best, looking for the best advantage to the economy. The booklet concludes with a student quiz. (EH)

ED 416 145 SO 027 991

Wade, Pamela
Enhancing the Thinking Skills of Fourth Grade Students.
PUB DATE- 94
NOTE- 93p.; Field based Master's Project, St. Xavier University (Illinois). Best copy available.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Citizenship Education; *Critical Thinking; *Decision Making; Elementary School Students; Grade 4; Intermediate Grades; Problem Solving; *Thinking Skills
IDENTIFIERS- Illinois

This report describes a program for increasing the thinking skills of fourth grade students in one classroom in northern Illinois. Both objective and subjective data gathering found that students experienced difficulty in relating and applying facts and concepts on tasks requiring more sophisticated thinking. Solution strategies combined with an analysis of the problem setting resulted in the selection of three major intervention categories: strategies to increase student ownership of learning and self-assessment, strategies to increase metacognitive abilities, and strategies to build hierarchical thinking. The strategies included keeping journals by both students and teacher, using graphic organizers, and infusing the three-story intellect model and hierarchical questioning into the fourth grade curriculum. Students' use of higher-level thinking increased as projected. Students showed competence to self-assess, exhibited ownership of learning, and articulated problem-solving processes. (EH)

ED 416 146 SO 027 992

Schmitz, Judith R.
Does Staff Development in Cognitively Guided Instructional Theory Change Middle School Teachers' Mental Models about Teaching and Learning?
PUB DATE- 94
NOTE- 232p.; Ed.D Practicum Report, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Cognitive Psychology; Continuing Education; Decision Making; *Interdisciplinary Approach; Intermediate Grades; Junior High Schools; *Middle Schools; Professional Development; *Staff Development; Thematic Approach; *Thinking Skills
IDENTIFIERS- *Middle School Teachers

This practicum was designed to increase middle-level teaching teams' understanding of cognitively guided instructional strategies or brain-based learning theories and to promote the incorporation of these strategies into the teaching of cross-curriculum thematic units. Twelve staff development modules based on a new perspective of learning which has surfaced in theory and research in cognitive psychology were developed and implemented. Analysis of the survey and interview data revealed

Nie, Norman H.; Junn, Jane; Stehlik-Barry, Kenneth
Education and Democratic Citizenship in America.
PUB DATE- 96
NOTE- 268p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Citizen Participation; *Citizenship; *Citizenship Education; Civics; Democracy; *Democratic Values; Educational Sociology; Futures (of Society); Higher Education; *Outcomes of Education; Political Influences; Political Issues; Political Science; Political Socialization; Politics; *Role of Education; Secondary Education; Social Influences; Social Networks; Social stratification; Theory Practice Relationship; United States Government (Course)

This book explores the causal relationships between education and democratic citizenship. This book is divided into 2 parts and features 11 chapters. Chapter 1, the introductory chapter, looks at "Education and Democratic Citizenship in America: Enlightened Political Engagement." Part 1, "Education and Citizenship in the United States, 1990," features (2) "Enlightened Political Engagement: Characteristics of Democratic Citizenship and Their Relationship to Education"; (3) "What Links Education to Enlightened Political Engagement? Cognitive and Positional Pathways"; (4) "Integrating and Testing the Model"; and (5) "Confirming the Enlightenment and Political Engagement Dimensions." Part 2, "Education and Citizenship in the United States, 1972-1994," examines (6) "Reconceptualizing Educational Effects"; (7) "Education and Democratic Citizenship from the 1970's to the 1990's: Defining and Operationalizing the Measures"; (8) "Testing Educational Effects Over Time"; (9) "Absolute and Relative Education in Synchronic Studies: Application to Cross-Sectional Surveys"; (10) "Education and Democratic Citizenship in Other Nations; An Exploratory Comparative Analysis"; and (11) "The Future of Education and Democratic Citizenship: Some Implications of Our Findings." (Contains over 200 references, 8 appendices, and an index.) (CB)

ED 416 172 SO 029 207

Becker, Theodore L., Ed.; Couto, Richard A., Ed.
Teaching Democracy by Being Democratic. Praeger Series in Transformational Politics and Political Science.
PUB DATE- 96
NOTE- 184p.; Foreword by James MacGregor Burns.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Citizenship Education; *Democracy; Higher Education; Secondary Education; *Service Learning; Social Studies; United States Government (Course)

This volume links theory to practice by featuring tested techniques in teaching democracy by being democratic in the classroom. The book is divided into three parts and six chapters with an introduction presenting a theoretical and analytical framework of democracy and democratic pedagogy. Part 1 features "The Democratic Classroom" and includes (1) "Students in Charge" (William R. Caspary) and (2) "Personal Empowerment" (Louis Herman). Part 2, "Beyond Classrooms and Internships," contains (3) "Service Learning: Integrating Community Issues and the Curriculum" (Richard A. Couto) and (4) "Applying Democratic Theory in Community Organizations (Richard

DESCRIPTORS- *Classroom Techniques; *Educational Change; *Faculty Development; Inner City; Intermediate Grades; Junior High Schools; Teacher Attitudes; Teacher Behavior; Teacher Characteristics; Teacher Improvement; *Thinking Skills
IDENTIFIERS- Tennessee

Seventeen sixth and seventh grade inner city teachers participated in a knowledge-centered, technology-assisted, community-of-learners integrated approach to instructional experiences known as Schools for Thought (SFT). With the help of university staff, teachers received assistance in making professional change related to SFT instructional and learning philosophy. The SFT components were: Jasper Woodbury Mathematics, Computer Supported Learning Environment, and Fostering a Community of Learners. Teachers had to implement SFT's components; begin knowledge-centered teaching; let students help determine what to study; let students talk about everything; create communities of learners; wait for directed teaching moments; reorganize their rooms; manage all the new learning activities; visit the university for teacher development; and welcome research assistants (RA's) and visitors into the classroom. SFT offered the following: a week of daily inservice summer training, an RA in each classroom for at least 2 hours a day; RA's and substitutes for teachers at least once a week so teachers could gather to discuss SFT challenges and develop curriculum; technology support; expert support on classroom management; and monetary compensation to volunteer. Three categories of teachers emerged as they used SFT philosophies: pioneers, those who waited and watched while making minimal changes, and rebels. SFT was very effective in providing teachers ways to practice exciting and efficient learning techniques and students ways to find fulfillment in school. Teachers became expert learners who permitted true facilitation of learning. Students became researchers, better readers, and better people. (SM)

ED 416 190 SP 037 761

Collier, Sunya T.
Theories of Learning: Reflective Thought in Teacher Education.
PUB DATE- 97
NOTE- 8p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Memphis, TN, November 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; Elementary School Teachers; Experiential Learning; Higher Education; *Preservice Teacher Education; *Reflective Teaching; Student Teacher Attitudes; Student Teachers; Teaching Methods; Thinking Skills
IDENTIFIERS- Preservice Teachers; *Reflective Thinking

To help educators better understand how to prepare reflective teachers, this study examined four preservice elementary teachers' theories regarding how elementary children learn and what instruction should look like. Participants designed and implemented learning activities for elementary students. Each activity was videotaped, observed, and critiqued through individual interviews. While discussing the videotape, participants assessed their views about the value of the learning activity and their interpretations of what had occurred and why. Data collection involved individual interviews, focus group discussions, and written reflections. Results showed that all participants' reflections on how children learn indicated an awareness that understanding is the

Development and Validation of Faculty and Course Evaluations for Students for Nova Southeastern University Physical Therapy Program.
PUB DATE- 97
NOTE- 55p.; Practicum Report, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- College Faculty; *Course Evaluation; Curriculum Evaluation; *Evaluation Methods; Formative Evaluation; Higher Education; Likert Scales; *Physical Therapy; Pilot Projects; *Student Evaluation of Teacher Performance; Summative Evaluation; *Test Construction
IDENTIFIERS- *Nova Southeastern University FL

The Physical Therapy Department of Nova Southeastern University (NSU PT) changed its curriculum to problem-based learning, and in conjunction with changes needed new evaluation forms for accreditation and program requirements. The purpose of this practicum study was the development and validation of faculty and course evaluation forms for students at NSU PT. The process began with a literature review and a review of the NSU PT mission, philosophy, and accreditation documents. An internal formative committee survey was conducted, and evaluation forms were developed and validated by the summative evaluation committee of four faculty members. Items with a mean Likert score of 3.5 and above were accepted, and items below this score were reconsidered, redesigned, or excluded. Editorial recommendations were incorporated to make a final product of 5 Likert-scale forms, with 7 to 14 items each, considering affective, behavioral, psychomotor, and cognitive areas with an open-ended comment section. These forms were developed: (1) student self-assessment for the course; (2) student self-assessment for the laboratory; (3) student performance assessment for the clinic; (4) faculty tutor assessment for the course; and (5) faculty tutor assessment for the laboratory work. Recommendations are to implement these forms, conduct a pilot test, and consider longitudinal studies to track curriculum progress and aid in faculty and student development. Five appendixes include NSU PT mission statements, a list of committee members, the formative committee questionnaire, the summative committee questionnaire, and the five forms of the evaluation product. (Contains 3 tables and 24 references.) (SLD)

ED 416 207 TM 028 054

Turnbough, Rose M.; Christenberry, Nola J.
Study Skills Measurement: Choosing the Most Appropriate Instrument.
PUB DATE- 97
NOTE- 10p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (26th, Memphis, TN, November 12-14, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational History; Elementary Secondary Education; Literature Reviews; *Measurement Techniques; Psychometrics; *Study Skills; *Test Selection; Test Use
IDENTIFIERS- Study Attitudes and Methods Survey; *Survey of Study Habits and Attitudes

Choosing an appropriate measure of study skills is a requisite in high-quality educational programming, but the information about

PUB DATE- 82
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Analysis of Variance; *College Faculty; Elementary Secondary Education; Graduate Students; Higher Education; Special Education; *Special Education Teachers; Surveys; Teacher Attitudes; *Teacher Education; Teacher Educators; Teacher Qualifications; Undergraduate Students

A survey was conducted to determine opinions of teacher educators, state directors, and teachers about the generic curriculum components that should be included in preparation for special education. A 25-item survey instrument was constructed and sent to special education department chairpersons at teacher education institutions, state directors of special education, and a random list of 200 special education teachers. Replies were received from 55 department heads, 25 state directors, and 65 teachers. Results of analysis of variance indicated a high degree of agreement among the three groups at the undergraduate level, with significant differences only in two areas. State directors rated learning theory higher than did teachers, and both state directors and teacher educators rated child development higher than did teachers. There was somewhat less agreement among the groups at the graduate level, where 9 of the 25 items were significantly different. Teachers rated legislation/litigation, parent support, personal development, research methods, educational assessment, and early childhood information as less important for teacher training programs at the graduate level than did teacher educators. When there were differences of opinion among the groups, the difference usually was that teachers rated the item as less important than teacher educators. Items rated most highly tended to be topics with direct classroom applications, such as teaching methods, reading, mathematics, language arts, and behavior modification. An appendix lists rank orders of survey items by group. (Contains 7 charts and 17 references.) (SLD)

ED 416 225 TM 028 082

Obringer, S. John
The Pupil Rating Scale (Revised) as a Predictor of Referral for Central Auditory Disorders.
PUB DATE- 85
NOTE- 13p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (14th, Biloxi, MS, November 11, 1985).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Auditory Evaluation; Auditory Perception; Diagnostic Tests; *Disability Identification; Elementary Education; *Elementary School Students; Learning Disabilities; *Referral; *Test Use; Verbal Ability
IDENTIFIERS- *Pupil Rating Scale (Myklebust)

A study was conducted to determine which factors on the Pupil Rating Scale (Revised) developed by H. Myklebust (1965) were identified by classroom teachers as being deficient in referring students for central auditory testing. The Pupil Rating Scale is a behavioral checklist for classroom teachers to use to rate students in five broad categories of verbal and nonverbal abilities. Pupil Rating Scale results for 20 students to obtain national information on all aspects of the school system. Public and private school administrators and teachers respond to questionnaires about their schools. When the early SASS questionnaires were developed, there was little information about the design of self-administered questionnaires, but more recent research, much of it focused on SASS questionnaires, has suggested that the look of a questionnaire could be as important to the quality and quantity of data collected as the wording and sequencing of the questions themselves. Research was conducted to study the impact of questionnaire format for the most recent SASS design and to determine how well respondents comprehended the questions. Twenty cognitive interviews were conducted with teachers, five of whom held alternative certification. The most problematic questions were identified, and results of transcribed discussions about these items are presented. (Contains 3 tables, 5 figures, and 16 references.) (SLD)

ED 416 241 TM 028 121

Gilford, Dorothy M.
International Comparisons of Inservice Professional Development. Working Papers Series.
PUB DATE- 97
NOTE- 101p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Comparative Analysis; *Data Collection; *Inservice Teacher Education; International Education; *International Studies; Literacy; *Professional Development; Surveys; Tables (Data); *Teacher Characteristics; Test Construction
IDENTIFIERS- Computers in Education (IEA); International Assn Evaluation Educ Achievement; Reading Literacy Survey; *Schools and Staffing Survey (NCES); Third International Mathematics and Science Study

This report recommends items from international comparative education studies that are related to inservice professional development (IPD) for possible inclusion in the Schools and Staffing Survey of 1999-2000. To justify these recommendations, the value of international comparisons and of state and nation comparisons generally is discussed, along with a more specific discussion of their value with respect to IPD. This discussion is followed by sections on three relatively recent international comparative studies sponsored by the International Association for the Evaluation of Educational Achievement that have collected data on IPD and such related topics as school organization and environment: (1) the Reading Literacy Study; (2) the Computers in Education Study; and (3) the Third International Mathematics and Science Study (TIMSS). Each of these sections describes the study, discusses the IPD-related items, and a few items that are not IPD-related but that are still recommended for the SASS. These sections also describe potential analyses using the recommended items and discuss items that are in both the international study and past versions of the SASS that could be used in a report on states and nations. A summary follows the sections on the three studies. It discusses benefits and disadvantages of using items from each survey in general terms, including depth of questions related to IPD, timeliness of data, and the number of participating countries. It also sets priorities on these items and provides a rationale for the priorities. A final section describes several of the rich sources of context data that have interdisciplinary group of Saint Louis University faculty to reflect on collaborative community programs. The conference was funded by the Neighbor-to-Neighbor grant from the U.S. Department of Education, Urban Community Service Program. The 24 papers summarized in this volume exhibit a community service orientation and demonstrate what academics and community members can do when they go about collaboration. The theme for the first day involved community needs and asset assessments, while the second day focused on how community-university partnerships impact urban life. The theme for the third day involved presentations on preparing for the year 2000 and knowing who urban children really are. The collection of papers demonstrates that academics and community leaders communicate in different ways, but they show what must be acknowledged to create successful collaborations, that collaboration is a process that improves with reflective thinking. Section I, "Reflections on University and Community Collaborations: Listening to Needs and Mapping Assets" contains 11 papers or summaries of papers about beginning collaboration. Section II, "Reflecting on How Partnerships Impact Urban Life: Economics, Safety, Health, and Housing for Families and Communities," contains 13 paper and summaries of papers and presentations that deal with the implementation of collaborative approaches. (SLD)

ED 416 259 UD 032 119

Chen, Ching Fang; Lee, Amy
From an Ancient Tradition to the Present. Chinese Cultural Heritage Resource Guide.
PUB DATE- 96
NOTE- 237p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Childrens Literature; Chinese; *Chinese Americans; Chinese Culture; *Cultural Awareness; Cultural Background; Diversity (Student); Elementary Secondary Education; Ethnic Groups; Foreign Countries; History; *Immigrants; Inservice Teacher Education; *Multicultural Education; Resource Materials; Teaching Guides; Urban Schools; *Urban Youth
IDENTIFIERS- Chinese Literature; Chinese People; *New York City Board of Education

This cultural heritage resource guide has been prepared as a tool for teachers to help promote better understanding of Chinese students in the New York City public schools. China has an ancient history and a rich cultural tradition, and people all over the world have recognized China as one of the world's greatest civilizations. The earliest Chinese immigrants to the United States can be dated in 1784, but substantial immigration began with the 1848 Gold Rush in California and subsequent railroad building. A timeline traces Chinese immigration patterns and sketches their contributions to U.S. society. The guide is divided into three sections. The first, "Celebrating Our Diversity--A Thematic Unit" contains six literature-based whole language, mini-thematic units. It contains a variety of lesson plans and reproducible pages designed for use with primary-grade children but adaptable for others. Six selections from Chinese literature are included. Each unit begins with a discussion of a children's book, background information about the author, cultural facts, and suggested followup activities for learning centers. Section 2, "Customs and Traditions,"

Satisfaction with the academic experience was related to a combination of factors, including self-esteem, relationships with other students, and pride in the university. Positive role modes were important for respondents for personal and professional guidance and increased self-esteem. All of the participants worked off-campus at some time during college, which supports Astin's proposal that working off-campus, as long as it is less than 25 hours a week, is instrumental in promoting student persistence. Financial aid was identified as a major component of student persistence, which supports Astin's theory but contradicts Tinto's assertion that finances are not a major factor in degree completion. Except for assumptions regarding financial aid, findings corroborated Tinto's theory. (Contains 64 references.) (SW)

IDENTIFIERS- Technology Integration

Many educators have explored the World Wide Web, and some are now publishing their own materials for student access. Throughout the brief history of the Web, the overriding educational principle has been to view this resource as a storehouse of information which provides unparalleled avenues of research. The potential for the Web, however, is greater. This article justifies and describes instructional design principles that can be used to transform Web material from simple informational resources to a powerful instructional medium. When properly structured, web pages can guide users through a series of instructional activities that present information, afford practice, and provide feedback to inform users of their strengths, weaknesses, and suggestions for enrichment or remediation. The paper discusses the rationale for web-based instruction, instruction and the Internet, motivating the learner, identifying the material to be learned, reminding learners of past knowledge, requiring active involvement, providing guidance and feedback, testing, and providing enrichment and remediation. The emergence of the World Wide Web, with its easy-to-use graphical interface, has drastically altered the way in which people access information and think about computers. The new methods of delivering and receiving instruction require thoughtful analysis and investigation of how to use the Web's potential in concert with instructional design principles. (Author/SWC)

Education; Global Approach; Instructional Materials; Interdisciplinary Approach; *Microcomputers; Small Group Instruction; Student Centered Curriculum; Student Educational Objectives; Student Role; Teacher Role; Technological Advancement
IDENTIFIERS- Hawaii; Pacific Region; *Technology Integration; *Technology Utilization

For many schools in Hawaii and the Pacific, the increase of technology is a priority. A plan to improve instruction through the use of technology must be based on objectives pointing to improvement in student performance, rather than solely the acquisition of technology. The content of the curriculum needs to be developed first, with the best strategies and methods to improve teaching and learning considered later. Educators must examine why they are utilizing technology. Technology can be used for: accessing information, creating products and learning environments where teachers facilitate students' tackling of real problems, storing archives, and communicating through local and wide area networks. New technologies can help transform schools, but only if the technologies are used to support new models of teaching and learning. Distinct changes must occur in the classroom for technology to be integrated into instruction. These changes include: the switch from teacher-centered to student-centered activities; from whole class to small-group instruction; from structured to exploratory, open-ended learning; from competitive to cooperative work including group problem solving; and from classroom to whole-world interaction, using issues and case studies that require an interdisciplinary awareness and multiple resources. Issues and questions that decision-makers must consider include: how technology can be used to support existing goals, priorities, and direction; improve information management systems; change curriculum and instruction; change teacher and student roles; implications for equal access to technology and professional development; and the need to help teachers integrate technology into their instruction. (SWC)

(Lebanon)

The Lebanon County Family Literacy Program, a project of the Lebanon Community Library (Pennsylvania), targeted intergenerational/families and focused on coalition building, public awareness, training, and collection development. The Lebanon Community Library serves as: a centralized location for storing and disseminating materials and handouts on Family Literacy that the library purchased, developed, and otherwise accumulated; a provider of free meeting room space for on-site workshops; a point of delivery for materials ordered; an administrator of funds through the county controller; a well-known, easily reachable location for the library's services, information, and referral; and a provider of workshops and training sessions. The grant enabled the library to expand and enhance its existing literacy program, making the program more visible and more reachable. The literacy program has been able to educate many more families, acquire and distribute more materials, train more agency personnel, and give away more children's books than was previously possible. Includes invoices for books purchased, program brochures and other materials (some also in Spanish), family literacy bibliography and list of videotapes, promotional materials, and childrens' reading logs. (SWC) are described. Facilities used are listed, and the impact of the project on the ongoing literacy program is discussed. Attachments include trainees' hand-written comments on tutor training sessions, a student record form, and a volunteer information record form. (MES)

ED 415 890   IR 056 861

Laskowski, Nancy
The Free Library of Philadelphia, Final Performance Report for Library Services and Construction Act (LSCA) Title VI, Library Literacy Program.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC. Office of Library Programs.
PUB DATE- 93
NOTE- 65p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Adult Literacy; *Adult Reading Programs; Institutional Cooperation; Library Collections; *Library Instruction; Library Role; *Library Services; Literacy Education; Public Libraries; Resource Materials; Tutoring; Tutors; Volunteer Training; Volunteers; Workshops
IDENTIFIERS- Free Library of Philadelphia PA; *Tutor Training

This final performance report for The Free Library of Philadelphia's RDP (Reader Development Program) Tutor Orientation Project begins with a section that provides quantitative data. Actual accomplishments are then compared to the following project objectives for 1992-93: (1) provide information about RDP's advisory service to tutors and tutor trainers; (2) familiarize tutors with RDP's collection; (3) offer adult educators a variety of instructional materials for their literacy programs; (4) increase cooperation between the library and other adult education agencies and services; (5) introduce traditional services and collections of library agencies, especially those useful to literacy and adult basic education students, to adult educators; (6) increase tutors' use of RDP's satellite location; (7) enable tutors to share with their colleagues the knowledge and experience they have gained as a result of using RDP materials; and (8) determine how much impact the orientation sessions have on the use of RDP and how to continue the most successful aspects of the project. Proposed and actual expenditures are compared. Details of activities, the library's role, cooperating agencies, facilities used, and project impact are discussed. Attachments include workshop questionnaires, topical lists of books and software, workshop flyers and agenda, RDP brochures and newsletter, and a handout on using the library. (MES)

NOTE- 253p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Case Studies; Evaluation Methods; Improvement; *Job Performance; Library Administration; *Library Personnel; Library Services; Organizational Objectives; *Personnel Evaluation; Standards

This manual provides librarians and library managers with a performance appraisal system that measures staff fairly and objectively and links performance to the goals of the library. The following topics are addressed: (1) identifying expectations for quality service or standards of performance; (2) the importance of a library's code of service, i.e., succinct, broad statements of performance based on the philosophy or values of the organization; (3) translating the code of service into specific standards of performance; (4) applying these standards objectively; (5) the use of standards of performance guidelines to clarify standards and ensure that all supervisors are evaluating performance at the same level; (6) coaching employees who are not providing the expected quality of service; (7) the importance of regularly scheduled performance reviews; (8) documenting employee behaviors; (9) standards for evaluating specific job duties; (10) standards for evaluating supervisory duties; and (11) using a point system to tabulate an employee's overall evaluation. Case studies present evaluations of five employees (new, long-term, supervisory, problem, and non-public service). Sample code of service, standards of performance guidelines, supervisory procedures, performance appraisal, and tabulation documents are appended. An index is included. (MES)

DESCRIPTORS- Business Administration Education; *Business Education; Career Development; *Community Colleges; *Community Services; Counseling Services; Curriculum Development; Education Work Relationship; Educational Needs; *Employee Assistance Programs; Employment Programs; Entrepreneurship; *Grants; Improvement Programs; *Job Training; Labor Turnover; Organizational Objectives; Partnerships in Education; Professional Development; Resource Allocation; School Business Relationship; School Role; Two Year Colleges; Vocational Education; Workshops
IDENTIFIERS- Customized Training; *Illinois Community College Board

The Illinois Community College Board (ICCB) has utilized its workforce preparation grant resources to provide an array of services to local businesses and new entrepreneurs. Community colleges in Illinois provided services that resulted in the startup, expansion, development, and retention of several thousand jobs and companies. These services included: (1) customized job training; (2) industrial, attraction, retention, and expansion activities; (3) entrepreneurship workshops and seminars for business owners and operators; (4) individualized counseling and management assistance; (5) contract procurement assistance; (6) workshops and noncredit courses; (7) employment, training, and job search services; and (8) small business incubators. The ICCB workforce preparation grant funds allowed for economic development and employee training during a time of great change, technological and otherwise, in the workplace. Appendices include tables of community college involvement with each of the community services. (YKM)

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Educational Innovation; Educational Methods; *Home Schooling; Learning Strategies; Mothers; Nonformal Education; Nontraditional Education; Parent Child Relationship; Parent Participation; *Parents as Teachers; School Attendance Legislation; *School Choice
IDENTIFIERS- Holt (John)

These five issues provide news and support to parents who home school their children. Each issue contains news items and a substantial resource section which provides book evaluations, directory additions, resource lists, resource persons in the fields of law, psychology, and school districts, pen-pals, and advertisements. The February/March 1996 issue reports on support for mothers under stress, overcoming the fear of math, homeschooling abroad, alternatives to college, and questioning compulsory attendance. The April/May 1996 issue reports on exploring mathematics, homeschoolers as teachers, collaboration between kids and adults, how adults learn, and more support for stressed mothers. The June/July 1996 issue reports on finding teachers, reading, music, family meetings, mothers after homeschooling, and explaining homeschooling to others. The September/October 1996 issue reports on how kids handle homeschooling worries, art apprenticeships in puppetry and cartooning, writing clubs, homeschooling's effect on marriage, working with the school board, and teen gatherings. The November/December 1996 issue reports on why fathers may resist homeschooling, children's different learning styles, homeschooling in South Africa, involving children in work, and learning exchanges. (SD) geographic location of schools possessing characteristics likely to hinder implementation. The article demonstrates how these factors may undermine a potentially strong prevention program, using as an example an urban school-based prevention program. The school is described, including the history of the implementation, outcomes, and reasons for failure. The reasons for failure are particularly highlighted, and include problems with: (1) training and technical assistance; (2) outsiders; (3) leadership; and (4) organizational capacity. The article concludes by noting that high-quality programs are planned, coordinated, and ongoing; include multiple interventions; rely on behavioral science technology; and integrate education, skills development, and motivation on a range of health problems and issues. The following recommendations are offered: identification of meaningful measures of quality school health education programs, acquiring information about causal factors that determine level of implementation, formulating theory to strengthen intervention practices, valid assessment instruments, and appropriate staff training. Contains approximately 75 references. (SD) curriculum and provides examples of early childhood mathematics activities that are culturally and environmentally relevant. Sample activities incorporate: the Hispanic Easter tradition of breaking "cascarones" to learn shapes and measurement; using dance to learn patterns; using yarn activities to teach measurement, counting, and problem-solving; and using books about animals indigenous to the region to integrate Matematica Natural, the National Council of Teachers of Mathematics standards, and literacy activities. The report also discusses the decline in mathematics achievement among Texas-Mexico border schools, the limited mathematics experiences in early childhood education, the need for mathematics concept development prior to school entry, and how home and preschool activities can provide young children with problem-solving opportunities. The paper concludes with a list of books about or for Hispanic children. (KB) communities is provided, and a number of successful rural child care initiatives are highlighted. Parts 2 through 6 of the document detail the implementation of the community development process, using a fictitious rural community to illustrate the process. The basic steps to this community development process are: (1) get started through investigating interest in child care, finding factual information on the current situation, and beginning to build community support; (2) form a community alliance by bringing together people from many parts of the community with diverse interests, skills, and knowledge to form a group to work together towards a common goal; (3) clarify purpose and define direction through clarifying group goals, deciding on options, and defining methods to achieve the goals; (4) take action by working together as a flexible volunteer group; and (5) sustain involvement by maintaining the original momentum and adapting the original plan to a changing environment, while recognizing the accomplishment of the group. (KB)

county rankings; and sample legislative correspondence. (EV)

ED 416 021 PS 026 234

Weitzel, S.; Shockley, C.; Goltry, K.
Profile of Florida's Children: The 1997 Statewide and County Update.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 97
NOTE- 293p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; Birth Rate; Birth Weight; Births to Single Women; Child Abuse; Child Health; Child Neglect; Child Welfare; *Children; *Counties; Demography; Divorce; Dropout Rate; Early Parenthood; Elementary Secondary Education; High School Graduates; Mortality Rate; Poverty; *Social Indicators; State Surveys; Statistical Surveys; Tables (Data); *Well Being
IDENTIFIERS- Arrests; *Florida; *Indicators

This KIDS COUNT report presents information on the status of Florida's children. This edition presents data in a format different from previous Florida Kids Count publications. In addition to the familiar format of individual county data on key indicators, users are provided with an overview of the state that allows for comparison among the 67 counties. Indicators are: (1) population; (2) child population; (3) poverty; (4) births; (5) births by age; (6) infant mortality; (7) child deaths; (8) death by age; (9) children of divorce; (10) maltreatment; (11) enrollment; (12) discipline; (13) education distribution; (14) non-promotion; (15) youths received (juvenile justice); (16) offense category. County profiles include information on early prenatal care and low birth weight, graduation rate, and number and percent eligible for free/reduced lunch. Data tables, terminology, and sources are appended. (EV)

reforming state and national Indian education legislation. The Indian Education Legal Support Project advances Native American rights in education by emphasizing the legal rights of tribes to control the formal education of tribal members in all types of schools: federal, state, and tribal. This document contains the following materials for use in educational assessment and planning: an alphabetical list of the 36 states that have Indian education laws; and an alphabetical list by subject matter, with state-by-state excerpts of the relevant laws. Subject categories (with the number of states that address that category) include: (1) cooperative agreements with tribes, 8; (2) curricula and programs, 12; (3) education-related committees, 17; (4) finance and funding, 16; (5) scholarships/grants/tuition and recruitment programs, 22; (6) staffing and personnel, 7; and (7) other, including collection and reporting of statistical data, and secondary school minority career counseling, 3. (SAS)

ED 416 040 RC 021 325

American Indian & Alaska Native Sources of Health Materials.
PUB DATE- 97
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Agencies; *Alaska Natives; *American Indians; Culturally Relevant Education; Health Education; *Health Materials; Health Promotion; *Information Sources; National Organizations; Resource Materials

This brief directory lists 28 agencies providing culturally sensitive printed health materials for American Indians and Alaska Natives. Each entry provides the agency's address; telephone number; fax number; and annotated titles available, with price. Many materials are free. There is also a subject index with these categories: adolescent pregnancy prevention, aging, AIDS, alcoholism, breast health, cancer, child welfare, data/statistics, diabetes, domestic violence, exercise, fetal alcohol syndrome, health education, nutrition, oral health, prenatal care, smoking cessation, substance abuse, and women's health. (SAS)

Countries; High Schools; *Outdoor Education; *Program Evaluation; Student Attitudes; *Teacher Researchers
IDENTIFIERS- Ontario; Teacher Researcher Relationship

School-based outdoor and experiential programs face an increasing demand from outside interests for research-based accountability. This paper suggests that both research and practice are strengthened by researcher-practitioner partnerships and by practitioners conducting their own research. Three modest qualitative research designs are explored as viable tools for practitioner research. In the first study, concept mapping was used to examine students' experiences in the conventional school setting and in the Community Environmental Leadership Programme (CELP), an integrated outdoor experiential program in a Guelph (Ontario, Canada) high school. Students constructed concept maps of their perspectives on schooling before and after CELP. Concept maps are unique in providing researchers with complex information for program assessment while remaining a student-controlled activity. This tool's effectiveness may lie in the fact that concept maps allow students to reflect on their experiences with the personal language that they have constructed. The following year, CELP students wrote short stories about themselves and school, at the beginning and end of the program. With both approaches, student responses were honest and stimulating for the teacher, but concept mapping appeared to be more fun and more liberating for students than the story approach. In the third study, an experiential practitioner who had collected student journal work for 10 years realized that the work was data and could be used to save his program from cutbacks. (SV)

ED 416 080 SE 061 116

Joftus, Scott; Berman, Ilene

Great Expectations? Defining and Assessing Rigor in State
Standards for Mathematics and English Language Arts.

PUB DATE- 98

NOTE- 58p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Academic Standards; Educational Assessment; Educational Objectives; Elementary Secondary Education; *Language Arts; *Mathematics Education; Program Evaluation; *State Standards

IDENTIFIERS- Council for Basic Education; *Rigor (Evaluation)

Are states setting high expectations for student learning? To answer this question the Council for Basic Education (CBE) evaluated the rigor of mathematics and language arts standards in the United States. This report is divided into the following sections: (1) Context for the Study; (2) Rigor in State Standards; (3) Issues Affecting the Evaluation of Rigor in State Standards; (4) Application of the Evaluation Process; (5) Process Design; and (6) Future Directions. Evaluation of the standards documents from 43 states yields several important findings: (1) in language arts, seven states had very rigorous standards, 21 had rigorous standards, and 14 had standards with low levels of rigor; (2) in mathematics, 16 states had very rigorous standards, 24 had rigorous standards, and three had standards with low levels of rigor; (3) state mathematics standards tend to be more rigorous than language arts standards; (4) most states' language arts standards address basic skills but do not address literature study, research, or language study such as word origins and differences between standard usage and slang; (5) most states' mathematics standards contain few major gaps in the concepts or skills included, and states with low to moderate levels of rigor tend to address the most essential concepts and skills but at a lower level of sophistication; and (6) states are incorporating both concepts (e.g., algebra and geometry) and skills (e.g., problem solving and reasoning) into their standards. Appendices contain advisory panels, grades for rigor of state standards, frameworks for mathematics and language arts, and scoring rubrics. (PVD)

on Science; Higher Education; *Partnerships in Education; *Science Teachers; *Scientific Literacy; Space Sciences; *Student Attitudes; Thinking Skills
IDENTIFIERS- Clarkson University NY

Clarkson University's Space Grant Program provides an opportunity for students to consider engineering as a career option and aims to increase science literacy, promote critical thinking skills, and positive science attitudes. These goals are met through an adopt-a-school project which is described in detail to provide a model program for science teachers to present to nearby colleges with whom they would like to collaborate. A discussion of the origins of the project, the speakers, tours, demonstrations and workshops, grants, Web links, handouts, certificates of participation, and the perceived benefits of the project are included. (DDR)

ED 416 098 SE 061 154

VanScoy, Ted L.
A Study of the Effects of Test Preparation Programs on ACT Mathematics Scores.
PUB DATE- 97
NOTE- 76p.; Masters Thesis, Salem-Teikyo University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Academic Achievement; *College Preparation; High School Students; High Schools; Higher Education; Mathematics Education; *Mathematics Tests; Student Evaluation
IDENTIFIERS- *ACT Assessment

Colleges and universities are using the ACT test as a tool to help decide which students are awarded scholarships, admitted into programs, and declared eligible to participate in athletics. The purpose of this study was to see if students could improve their ACT mathematics score during junior year. A comparison was made of 52 Ritchie County High School students' mathematics scores on the October, 1995 PLAN (Pre-ACT) test to the mathematics scores on the April, 1997 ACT test. It was concluded that the best way students can improve their math scores is to enroll in more college preparatory math classes. Another way students can improve their scores is to have the teacher acquire old ACT tests and use them for problems of the day. Contains 46 references. (Author/NB)

NOTE- 38p.; "With the assistance of Donna DeMarco, Karen Rich, Debra Major."
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Citizenship Education; *Community Services; Curriculum Development; Elementary Secondary Education; Experiential Learning; Public Service; School Community Programs; School Community Relationship; *Service Learning; Social Studies; Student Participation; Student Volunteers; Volunteer Training
IDENTIFIERS- National and Community Service Act 1990

This report examines the first round of programs funded under the National and Community Service Act of 1990. It is based on aggregate data provided by commission grantees and their subgrantees at the end of the first year of operation and covers commission-funded programs operating between July 1, 1992 and June 30, 1993. Data were available for 75% of the local programs funded by the commission in the first year, representing 70% of total funding in that year. Future evaluation reports will provide further analysis of program and participant characteristics for all the 1993-94 programs. (RJC)

ED 416 122 SO 027 556

Wiesand, Andreas J.; Schroer, Carl Friedrich; Schulze-Reimpell, Werner
Professional Goal: Artist - Visual Art, Music, Performing Arts.
PUB DATE- 96
NOTE- 29p.; This English edition of this serial is entitled "Education and Science."
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Art; Art Education; *Cultural Activities; Dance; Dramatics; Fine Arts; *Folk Culture; Foreign Countries; Higher Education; Multicultural Education; *Music; Popular Culture; *Visual Arts
IDENTIFIERS- *Germany

This serial issue is devoted to examining the artists of Germany, their cultural economy, and their increasing dependence on public agencies for support. The prospects for the up-and-coming generation of artists are examined and the available training institutions, teaching staff, study programs and qualifications for professional prospects and career opportunities. Articles include: (1) "Professional Artistic Training in Germany: An Introduction" (Andreas Joh. Wiesand); (2) "Training at Colleges of Art" (Carl Friedrich Schroer); and (3) "Training at Colleges of Music" (Werner Schulze-Reimpell). (EH) that middle-level educators who were consistently involved in staff development sessions discussed the meaning of cognitive instruction, implemented more strategies within their classroom, and demonstrated understanding of cognitively guided instructional strategies' relationships to curriculum integration. Appendices which compose more than half of the document include definitions of terms, the survey instruments, modules, thinking logo, and hypermedia project of learning disabled students. (Contains 56 references.) (EH)

ED 416 147   SO 027 994

Roberts, Patricia L.
Literature-Based History Activities for Children, Grades 4-8.
PUB DATE- 97
NOTE- 236p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Bibliographies (131)
DESCRIPTORS- Adolescent Literature; Childrens Literature; Ethnic Studies; *History Instruction; Intermediate Grades; Junior High Schools; Middle Schools; *Multicultural Education; Religion Studies; Social Studies; *United States History; Western Civilization; *World History

This book contains over 50 reproducible pages with simulation activities, strategies, and themes for planning history lessons at the elementary level. Children's books are offered to enrich the teaching of history. The book focuses on how past culture and heritage melded to form present society in the United States. Thematic and multicultural charts provide perspectives on the heritage of African American, Asian American, Latino and Hispanic American, original Native American, and European American people. Experiences of the differently abled, women and girls, and religious minority groups are also highlighted. The book is organized into the following time periods: chapter 1, Prehistory-4 Million B.C.; chapter 2, 4 Million-19,000 B.C.; chapter 3, 19,000-1200 B.C.; chapter 4, 1200-500 B.C.; chapter 5, 500-1 B.C.; chapter 6, A.D. 1-1399; chapter 7, A.D. 1400-1499; chapter 8, A.D. 1500-1599; chapter 9, A.D. 1600-1699; chapter 10, A.D. 1700-1799; chapter 11, A.D. 1800-1899; and chapter 12, A.D. 1900-Present. Contains an extensive bibliographic section. (EH)

Guarasci; Craig A. Rimmerman). Part 3, "Innovative Democratic Institutions within the University," discusses (5) "The Community Mediation Service: A Model for Teaching Democracy and Conflict Resolution" (Christa Daryl Slaton) and (6) "Televote: Interactive, Participatory Polling" (Theodore L. Becker). The volume concludes with an afterword, a bibliography, and an index. (CB)

ED 416 173 SO 029 325

Cohen, Marc J., Ed.
Causes of Hunger: Hunger 1995. Fifth Annual Report on the State of World Hunger.
PUB DATE- 94
NOTE- 147p.; For companion "User's Guide" designed for group or individual study of "Causes of Hunger," see SO 029 326. Photographs may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Age Discrimination; Environment; Ethnic Discrimination; Foreign Countries; Higher Education; *Hunger; Nutrition; Politics; *Poverty; Racial Discrimination; *Religion Studies; Secondary Education; Sex Discrimination; Social Bias; Violence; *World Affairs; *World Problems

This comprehensive report shows how hunger is interrelated with other social ills, including powerlessness, violence, poverty, environmental destruction, and discrimination. More than a billion people are too poor to afford an adequate diet and other essential of life such as health care, housing, sanitation, safe water, and education. In the United States, an estimated 30 million people cannot afford to buy enough food to maintain good health. The report shows how thousands of private organizations and millions of individuals are helping hungry people in the United States and worldwide. The report contains two essays for an overview of the problem of hunger and seven other essays on various aspects of the hunger problem. Essays include: (1) "Introduction: The Courage to Choose" (Richard A. Hoehn); (2) "Overview of World Hunger" (Peter Uvin; Marc J. Cohen; A Cecilia Snyder; Richard A. Hoehn; Maureen Harris); (3) "Cause 1: Powerlessness and Politics" (Marc J. Cohen); (4) "Cause 2: Violence and Militarism" (Daniel U.B.P. Chelliah; (5) "Cause 3: Poverty in a Global Economy" (Don Reeves); (6) "Cause 4: Population, Consumption, and Environment" (Nancy Wright; A. Cecilia Snyder; Don Reeves); (7) "Cause 5: Racism and Ethnocentrism" (International: Sarita Wardlaw Henry) (United States: Billy J. Tidwell); (8) "Cause 6: Gender Discrimination" (A. Cecilia Snyder); and (9) "Cause 7: Vulnerability and Age" (Children: Urban Jonsson) (Elderly People: Jashinta D'Costa). The appendix contains 6 tables, a list of abbreviations, a 46-item glossary, notes, and a bibliography. (EH)

true indicator of learning, children's natural theory-making should be appreciated in elementary classrooms, and understanding will occur more often through experiential learning. Responses regarding appropriate instructional choices revealed that student understanding may not be indicated by high test scores, so alternative assessment is desirable; instructional focus should emphasize helping students discover their own natural ways of learning; and instructional strategies should let students actively see and experience things through group and individual projects, play acting, and roundtable discussions. Implications for preservice education include incorporating social reflection into coursework and field placements, providing caring environments, encouraging dialogue and debate, promoting guided reflection via videotaped interactions, helping teachers examine prior beliefs, and encouraging development of theory by analyzing personal practice. (Contains 11 references.) (SM) such tools is limited. This paper compares selected study skills measures in terms of standard psychometric properties to determine salient features of each measure. Three categories of study skills measures are considered. The first is measures that have a long, dated history. Four measures that have been available for more than half a century are described. Although these measures are not often used now, they illustrate that study skills measures have been in use for a long time. The second category is that of measures in current use with varied histories. Choosing from measures described in the "Mental Measurements Yearbook" results in the selection of three measures available for current use: (1) the Study Skills Counseling Evaluation Survey (G. Demos, 1962); (2) the Survey of Study Habits and Attitudes (W. Brown and W. Holtzman, 1967); and (3) the Study Attitudes and Methods Survey (W. Michael, J. Michael, and W. Zimmerman, 1972). Only the Survey of Study Habits and Attitudes stands up to examination for contemporary study skills measurement. The third category is that of measures that are recent releases with limited histories. The American College Testing (ACT) Study Power Assessment (ACT, 1987) and the Learning and Study Strategies Inventory-High School Version (C. Weinstein and D. Palmer, 1990) are two noteworthy examples. (Contains 23 references.) (SLD) referred to a hearing clinic by local Arizona public schools were compared with those from a sample of 1,264 without central auditory disorders. It was found that teachers had rated the referred students as significantly lower on comprehension, personal-social behavior, and certain spoken language skills. Both the total verbal and total scale scores were significantly lower than for Myklebust's normal sample. Results suggest that the Pupil Rating Scale (Revised) is an adequate instrument for clinical referral, and that the subtests of auditory comprehension and the personal-social behavior are quite adequate predictors of students in need of central auditory testing. (Contains 2 tables and 14 references.) (SLD)

become available during the past 2 years. Five appendixes describe countries participating in the studies and provide descriptions of the three studies and components of the TIMSS. (Contains 9 tables and 12 references.) (Author/SLD)

ED 416 242 TM 028 122

Pechman, Ellen M.; O'Brien, Eileen M.; Wodatch, Jessica K.
Measuring School Reform: Recommendations for Future SASS Data Collection. Working Papers Series.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 97
NOTE- 172p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Data Collection; Educational Administration; *Educational Change; Educational Finance; Educational Technology; Elementary Secondary Education; *Measurement Techniques; Partnerships in Education; Policy Formation; Productivity; Professional Development; *Research Design; *Surveys; Teaching Methods
IDENTIFIERS- *National Center for Education Statistics; Reform Efforts; Schools and Staffing Survey (NCES)

This paper addresses the potential of the National Center for Education Statistics (NCES) to measure education reforms in the United States through Schools and Staffing Survey (SASS). How the SASS can measure reform, the type of reform it should assess, and the elements of school reform that would best serve the needs of state and federal policymakers are considered. The first section of this paper describes school reform, suggests why it is important to measure it, and describes the challenges and appropriateness of using the SASS to measure its progress and effects. Section II describes eight reform elements that are proposed as a framework for examining reforms that are important to measure. These are: (1) governance and organizational infrastructure; (2) classroom instructional practices; (3) professional development of teachers; (4) programs and educational services for varied populations; (5) family and community partnerships; (6) finances and human resources development; (7) educational productivity; and (8) technology. Section III examines the extent to which the SASS and other large-scale surveys already measure reform, and section IV summarizes the analysis and recommends better ways for the SASS to collect data to provide a national window on reform. Appendixes A and B summarize the framework of school reform elements and provide background information about the surveys reviewed. Appendix C lists items from the SASS and other surveys that could be used or modified to measure important school reform elements. (Contains 51 references.) (SLD) focuses on major traditional festivities and customs, namely the Chinese New year celebrations, the Moon Festival, and the Chinese Lunar Calendar. Section 3, "Chinese Inventions," gives brief information on some early contributions. Each theme is connected to the curriculum with activities in subject content areas that encourage cooperative learning and higher-order thinking skills. One appendix presents facts about New York City's Chinatown, and the other discusses achievements and contributions of Chinese Americans. A bibliography of 101 books for students and teachers is included. (SLD)

ED 416 260   UD 032 120

Herendeen, Noemi Carrera
In Search of a Bright Future. A Dominican Immigration Story. A Learner-Centered Model Guide for Teachers.
PUB DATE- 95
NOTE- 116p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Bilingual Education; *Cultural Awareness; Cultural Differences; *Dominicans; Elementary Secondary Education; Foreign Countries; Hispanic Americans; *Immigrants; Immigration; *Life Events; Models; *Personal Narratives; *Spanish Speaking; Teaching Guides; Teaching Methods
IDENTIFIERS- Authentic Assessment; Dominican Republic; *Learner Centered Instruction; New York City Board of Education

This document is part of a series of guides for teachers in which the Division of Bilingual Education of the New York City Board of Education presents a learner-centered model in which the learner sees himself or herself in the story. Learners are able to relive their own experiences or those of their parents or grandparents as they left their own countries and migrated to the United States. Each guide contains two versions of the same story, a shorter version with illustrations and a longer version with few or no illustrations, but with teaching activities. The model begins with reading the story aloud. From the story learners will connect many of the experiences to the different disciplines, including language arts, mathematics, and social studies. The guides contain many suggested activities using cooperative learning, hands-on experiences, and various types of group and individual work. The story and activities in this guide are based on the story of Juan Carlos, who comes to New York from the Dominican Republic. His life is followed from his early years in the Dominican Republic until he is close to graduation from high school. The first appendix discusses authentic assessment, including portfolio assessment, and the second explores parent involvement. A third appendix suggests activities arranged by subject area. (SLD)

ED 416 261 UD 032 121

Alcantara, Anibal; Aquino, Jaime; Lantigua, Juan A.; Rodriguez, Digna; Soto, Alejandro
From Quisqueya: In Search of New Horizons. Dominican Cultural Heritage Resource Guide.
PUB DATE- 95
NOTE- 152p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Cultural Awareness; Cultural Background; Diversity (Student); *Dominicans; Elementary Secondary Education; Ethnic Groups; Foreign Countries; Hispanic Americans; History; *Immigrants; Inservice Teacher Education; *Multicultural Education; Resource Materials; *Spanish Speaking; Teaching Guides; Urban Areas; Urban Youth
IDENTIFIERS- Dominican Republic; New York City Board of Education

This cultural heritage resource guide has been prepared as a tool for teachers to help them understand the cultural heritage of Dominican students and their communities. The Dominican Republic, which occupies two-thirds of the island of Hispaniola, has a long history dominated by the struggle for independence. In their efforts to create a better life, many Dominicans have left the Dominican Republic to come to the larger cities of the United States, particularly New York, where the Dominican community has established a variety of organizations to support them in their goals. This guide discusses the history, characteristics, and contributions of Dominicans in the United States in the following sections: (1) "The Dominicans in the United States"; (2) "The Aborigines"; (3) "The Spanish Colonization"; (4) "The Introduction of the Africans"; (5) "The 'Espana Boba' and the 'Ephemeral Independence'"; (6) "The Haitian Occupation"; (7) "Independence and the Rise of Dominican Nationalism"; (8) "From the Spanish Annexation to the Restoration"; (9) "North American Occupation"; (10) "The Trujillo Era"; (11) "Dominican Culture"; (12) "Famous Dominican Men and Women"; (13) "National Symbols"; and (14) "Resources for Teachers." A 26-item bibliography is included. (SLD)

ED 416 262 UD 032 122

Fouche, Marie
My First Journey. A Haitian Immigration Story. A Learner-Centered Model Guide for Teachers.
PUB DATE- 95
NOTE- 131p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Bilingual Education; *Cultural Awareness; Cultural Differences; Elementary Secondary Education; Foreign Countries; Haitian Creole; *Haitians; *Immigrants; Immigration; *Life Events; Models; *Personal Narratives; Teaching Guides; Teaching Methods
IDENTIFIERS- Authentic Assessment; *Haiti; *Learner Centered Instruction; New York City Board of Education

This document is part of a series of guides for teachers in which the Division of Bilingual Education of the New York City Board

Careers Program at Armstrong Atlantic State University" by Evelyn Baker Dandy describes a program to increase the number of teachers in urban schools who are minorities, with a special emphasis on African American men. Students who commit to at least 3 years of urban teaching receive tuition grants and supportive services and incentives. "Future Teachers of Chicago: A Collaboration that Works" by Rutha E. Gibson describes a collaboration among public schools, nonpublic schools, and other educationally focused organizations to build a partnership that uses tutoring as support and recruitment for minority teachers. A special section describes the Pathways to Teaching Career Conference that was held in Atlanta (Georgia) in November 1996. This conference attracted 274 representatives of 160 programs for teacher recruitment and support. Highlights of the conference are outlined, and an example from South Carolina of a strategy that works are presented. (SLD)

ED 416 280 UD 032 143

Butts, Jeffrey A.; Snyder, Howard N.
Youngest Delinquents: Offenders under Age 15.
PUB DATE- 97
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adolescents; *Age Differences; *Delinquency; Early Intervention; Juvenile Gangs; *Juvenile Justice; *Prevention; Trend Analysis; *Violence

This report presents findings of a study that explored issues related to juvenile delinquency by examined the most recent data on juvenile arrests and the delinquency cases processed by U.S. juvenile courts. The study compared the characteristics of young offenders arrested in recent years with those arrested in 1980 and analyzed the responses of juvenile courts to those offenders once they had been charged. Findings show that offenders aged 12 or younger were involved in 9% of all juvenile arrests, and that arrests of juveniles aged 13 and 14 grew disproportionately. Arrest rates for juveniles aged 12 or younger were far lower than for older juveniles. However, Violent Crime Index arrests declined 3% for all juveniles between 1994 and 1995. Similar decreases were seen for those aged 12 and younger and aged 15 and older, with a 5% drop in violent crime arrests for those aged 13 and 14. Between 1985 and 1994, the number of delinquency cases involving 13-year-olds increased more than cases involving juveniles of any other age. In spite of these increases, the actual number of young juveniles remained relatively small when compared with the caseload of older juvenile offenders seen by law enforcement agencies and the courts. Recent trends are particularly encouraging as they relate to the delinquent behavior of offenders aged 13 and 14. Findings suggest that juvenile courts and juvenile justice agencies should continue preventive services and early intervention for offenders aged 14 and younger. They also suggest, however, that it is inaccurate to depict the typical juvenile offender as significantly younger than the offenders of 10 or 15 years ago. (SLD)

ED 416 281 UD 032 144

Ravitch, Diane, Ed.
Brookings Papers on Education Policy, 1998.
PUB DATE- 98

*Delinquency; Homicide; *Juvenile Justice; *Minority Groups; Trend Analysis; Urban Youth; Violence

Juvenile courts in the United States processed more than 1.5 million delinquency cases in 1994, representing a 5% increase over the 1993 caseload and a 41% increase over the number of cases handled in 1985. These figures are taken from "Juvenile Court Statistics, 1994," the latest in a series of annual reports on cases handled by courts with juvenile jurisdiction. These reports focus on the disposition of delinquency cases and formally handled status offense cases. Findings in the report show that the number of homicides handled in U.S. juvenile courts increased 144% between 1985 and 1994. Offenses against persons accounted for 16% of all cases in 1985, but 22% in 1994. The number of cases involving a female juvenile increased 54% between 1985 and 1994, while the number of cases involving a male juvenile increased 38%. Between 1985 and 1994, the number of delinquency cases involving white youth increased 26% and the number involving black youth and other youth of color increased 78% and 94% respectively. These are findings with many implications for those who work with urban youth. Of interest also are figures provided about the processing and disposition of juvenile cases. Of cases that were formally petitioned and scheduled for an adjudicatory or waiver hearing in court, 58% of all formally processed delinquency cases resulted in adjudication, and 1.4% were transferred to adult criminal court. (Contains 18 tables and 4 figures.) (SLD)

ED 416 299 UD 032 166

Snyder, Howard N.
Juvenile Arrests 1996. Juvenile Justice Bulletin.
PUB DATE- 97
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adolescents; *Delinquency; Delinquency Prevention; *Juvenile Justice; Law Enforcement; Minority Groups; *Racial Differences; *Sex Differences; Trend Analysis; *Urban Youth; Violence
IDENTIFIERS- *Arrests

In 1996, law enforcement agencies in the United States made an estimated 2.9 million arrests of persons under the age of 18. According to Federal Bureau of Investigation (FBI) figures, juveniles accounted for 19% of all arrests and 19% of all violent crime in 1996. The substantial growth in juvenile crime that began in the late 1980s peaked in 1994. In 1996, for the second year in a row, the total number of juvenile arrests for Violent Crime Index offenses declined. Even so, the number of juvenile violent crime arrests was 60% above the 1987 level. These findings are derived from data reported annually by law enforcement officers to the FBI. One in four juvenile arrests was the arrest of a female, and juvenile arrests disproportionately involved minorities. In 1996, roughly equal numbers of arrests for violent crime involved black and white youths, a finding in marked contrast to the proportion of each in the general population. This is a finding with implications for those involved in work with urban youth, since cities have higher concentrations of minority residents. It is hard to determine the relative responsibility of juveniles for the U.S. Crime problem, but if one uses data for crimes cleared by arrests, it is apparent that the juvenile proportion of violent crime clearance has increased for the four components of the of Education presents a learner-centered model in which the learner sees himself or herself in the story. Learners are able to relive their own experiences or those of their parents or grandparents as they left their own countries and migrated to the United States. Each guide contains two versions of the same story, a shorter version with illustrations and a longer version with few or no illustrations. This guide is based on the story of a young girl who leaves her village in Haiti to come to the United States in 1951. The child leaves her mother, brother, and sisters, who have gone into hiding from political oppression, to come to the United States with an aunt and cousin. They encounter many hardships, and the children are separated from the adult. They eventually are taken in by foster parents, who help them re-establish contact with their family in Haiti. The model begins with reading the story aloud. From the story learners will connect many of the experiences to the different disciplines, including language arts, mathematics, and social studies. The guide contains many suggested activities using cooperative learning, hands-on experiences, and various types of group and individual work. The first appendix discusses authentic assessment, including portfolio assessment, and the second explores parent involvement. A third appendix suggests activities arranged by subject area. (SLD)

ED 416 263 UD 032 123

Bernard, Marie Jose; Damas, Christine; Dejoie, Menes; Duval, Joubert; Duval, Micheline; Fouche, Marie; Marcellus, Marie Jose; Paul, Cauvin
Haitians: A People on the Move. Haitian Cultural Heritage Resource Guide.
PUB DATE- 96
NOTE- 176p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Cultural Awareness; Cultural Background; Diversity (Student); Ethnic Groups; Foreign Countries; Haitian Creole; *Haitians; History; *Immigrants; Inservice Teacher Education; *Multicultural Education; Resource Materials; Teaching Guides; Teaching Methods; Urban Schools; *Urban Youth
IDENTIFIERS- Haiti; New York City Board of Education

This cultural heritage resource guide has been prepared as a tool for teachers to help them understand the cultural heritage of their Haitian students, their families, and their communities in order to serve them better. Although Haiti became an independent country in 1804, the struggle of its people for justice and freedom has never ended. Many Haitians have left Haiti for political, social, and economic reasons, and many have come to the larger cities of the United States, particularly New York City. This guide contains the following sections: (1) "Introduction"; (2) "Haiti at a Glance"; (3) "In Search of a Better Life"; (4) "Haitian History"; (5) "Haitian Culture"; (6) "Images of Haiti"; and (7) "Bibliography," a 23-item list of works for further reading. (SLD)

ED 416 264 UD 032 124

School Staff Guide to Risk and Resiliency.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 97

NOTE- 383p.; Edited papers and comments from the inaugural Brookings conference on education policy, May 29-30, 1997.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - Serials (022),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Cognitive Psychology; Comparative Analysis; Constructivism (Learning); Educational Change; *Educational Policy; Educational Research; Elementary Secondary Education; Higher Education; *International Education; *Performance Factors; Remedial Instruction; *Standards

In this inaugural issue of "Brookings Papers on Education Policy" a varied group of scholars considers different dimensions of student performance. Several contributors try to offer a clear picture of how American students are performing as compared with their international peers and with the past. The following are included: (1) "Introduction" (Diane Ravitch); (2) "An Examination of American Student Achievement from an International Perspective" (Harold W. Stevenson and Shinying Lee); (3) "An Assessment of the Contemporary Debate over U.S. Achievement" (Lawrence C. Stedman); (4) "The Effects of Upgrading Policies on High School Mathematics and Science" (Andrew C. Porter); (5) "Uncompetitive American Schools: Causes and Cures" (Herbert J. Walberg); (6) "Radical Constructivism and Cognitive Psychology" (John R. Anderson, Lynne M. Reder, and Herbert A. Simon); (7) "The Use and Misuse of Research in Educational Reform" (Tom Loveless); (8) "Standards Outside the Classroom" (Laurence Steinberg); and (9) "Remediation in Higher Education: Its Extent and Cost" (David W. Breneman). Commentary by a scholar in the field follows each contribution. (Contains 25 figures, 15 tables, and 12 exhibits.) (SLD)

ED 416 282 UD 032 145

McGrath, Dennis; Van Buskirk, William
Start with the Faculty. The Newark Faculty Alliance for Education and Systemic Educational Reform.
SPONS. AGENCY- Ford Foundation, New York, NY.
PUB DATE- 97
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Faculty; *College School Cooperation; Community Colleges; Cooperation; Disadvantaged Youth; Elementary Secondary Education; *Faculty Development; *High Risk Students; Higher Education; *Partnerships in Education; *Urban Schools; Urban Youth
IDENTIFIERS- *Newark School System NJ; Rutgers the State University Newark NJ

The Faculty Alliance for Education in Newark (New Jersey) is a network of faculty from local universities, a community college, and two high schools, all in the city of Newark, dedicated to improving the opportunities for at-risk youth to achieve a college education and an improved quality of life. It is an initiative of the Newark Educational Partnership, one of 16 collaboratives participating in the Ford Foundation's Urban Partnership Program. The Alliance began with transfer activities in which faculty teams removed barriers and developed agreements that significantly increased the rate of student transfers from Essex Community College to Rutgers University-Newark and the New Jersey Institute of Technology.

Violent Crime Index: murder, forcible rape, robbery, and aggravated assault. However, between 1995 and 1996, while the juvenile proportion of the U.S. population increased, the juvenile proportion of violent crimes decreased in each category. These statistics, and others from the FBI, may provide some encouragement to those who plan and implement crime prevention programs among urban youth. (Contains 21 graphs and 1 table.) (SLD)

ED 416 300 UD 032 167

Poe-Yamagata, Eileen
Detention and Delinquency Cases, 1985-1994. Fact Sheet #56.
PUB DATE- 97
NOTE- 4p.; Based on the report "Juvenile Court Statistics 1994" from the Office of Juvenile Justice and Delinquency Prevention, U.S. Department of Justice.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adolescents; Correctional Institutions; *Court Litigation; *Delinquency; *Juvenile Justice; Minority Groups; *Racial Differences; Sex Differences; Substance Abuse; Urban Problems; Urban Youth
IDENTIFIERS- *Detention

The increase in the number of cases detained is driven largely by the increase in the referrals to the juvenile court. Youth were detained at some point between referral to court and case disposition in 21% (321,200) of all delinquency cases. The proportion of cases the courts chose to detain was only slightly higher in 1994 than in 1985, and the pattern of similar growth of cases involving detention and cases referred was seen in all offense categories except drug law violations. The number of drug offense cases involving detention increased almost twice as much as the number of referrals for drug violations between 1985 and 1994. Between 1985 and 1994, the use of detention increased most among drug offense cases involving blacks and males. In 1994, black youth accounted for more than two of five cases involving detention, although black juveniles represented only one-third of juvenile court referrals during that year. In 1994, 28% of cases involving black youth resulted in detention compared with 17% of cases involving white youth. This is a finding of interest to those working with young people in cities with high concentrations of minorities. (Contains two tables and one graph.) (SLD)

ED 416 301 UD 032 168

LeBoeuf, Donni; Delany-Shabazz, Robin V.
Conflict Resolution. Fact Sheet #55.
PUB DATE- 97
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *At Risk Persons; *Conflict Resolution; Delinquency; Elementary Secondary Education; Integrated Activities; Program Development; Program Implementation; School Safety; *Urban Youth; *Violence; *Youth Programs
IDENTIFIERS- *Peace Education; *Peer Mediation

By teaching young people how to manage conflict, conflict resolution education can reduce juvenile violence in juvenile facilities, schools, and communities, while providing lifelong decision-making skills. Conflict resolution programs also

NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Achievement; Cooperation; Disadvantaged Youth; *Dropouts; Elementary Secondary Education; *High Risk Students; Identification; *Resilience (Personality); *Risk; Teacher Expectations of Students; Teaching Methods; *Urban Schools; Urban Youth
IDENTIFIERS- *Florida; Goals 2000; *Protective Factors

School staff can use information on risk factors to identify student needs and assess the ability of the school to address these needs. It is also important to identify protective factors that promote successful development or buffer risk factors that might otherwise compromise development. Three key factors that have been identified as fostering the development of resiliency: (1) caring and support; (2) high expectations; and (3) opportunities for meaningful participation. Research on risk and protective factors is invaluable to schools in this era of educational reform as they try to provide arenas in which children can and want to learn. There is a definite link between risk and protective factors and Goal 5 of Blueprint 2000, the Florida state parallel to Education 2000. This goal states that communities must provide an environment that is drug-free and protects students' health, safety, and civil rights. Gauging risk and protective factors and working to diminish risk and promote protection are discussed. Schools cannot succeed working alone, since it is clear that both risk and protective factors operate outside the school as well as within it. Collaboration across agencies and within communities is an essential strategy to improve service delivery and allow for best use of resources. The discussion of risk and protective factors contains the following sections: (1) "Identification of Risk and Protective Factors"; (2) "Link between Risk and Protective Factors and School Performance"; (3) "Link between Risk and Protective Factors and Blueprint 2000 Goal 5"; (4) "How To Gauge the Presence of Risk and Protective Factors"; (5) "Strategies That Help Diminish Risk Factors and/or Promote Protective Factors"; (6) "Collaboration To Enhance Resiliency"; (7) "Bibliography" (50 sources); (8) "Resources" (14 individuals and programs); and (9) "Appendix" (the Florida Performance Measurement System and a sample School Climate Profile from that system). (SLD)

ED 416 265 UD 032 125

Programs for At-risk High School Students.
PUB DATE- 97
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Delivery Systems; Disadvantaged Youth; *Dropout Programs; Early Parenthood; Financial Support; *High Risk Students; *High School Students; High Schools; *Job Training; Program Effectiveness; Program Evaluation; *State Programs; Urban Youth; Vocational Education; *Youth Programs
IDENTIFIERS- *Ohio

In this report the Ohio Legislative Office of Education Oversight discusses five Ohio programs designed to serve at-risk high

The second stage expanded interinstitutional relationships by drawing in two local high schools, and the third stage, which is beginning to take shape, includes a closer collaboration with the Newark School District to promote the systemic improvement of high school feeder schools. This study, which involved interviews with 28 Faculty Alliance members, describes how the success of the transfer initiative provided the groundwork for the bridges between high school and college faculty and then how the expanding involvement of the schools broadened the collective vision of student needs. The new expanded mission for reform throughout the entire educational system, from kindergarten through college makes broad collaboration possible. New partners are attracted because of the enduring faculty teams. Broad strengths of the Alliance are recognized as: (1) long term funding; (2) mission as the organizing vehicle; (3) connections to the students; (4) knowledge about the institutions involved; (5) development as a learning organization, and (6) the creation of faculty teams. (SLD)

ED 416 283 UD 032 146

Sims, Abby
Project Choice: Lessons Learned in Dropout Prevention.
PUB DATE- 97
NOTE- 38p.; For related document, see UD 032 127. Printed on colored paper. Photographs may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Disadvantaged Youth; *Dropouts; Educational Attainment; Graduation; *High School Graduates; High Schools; Higher Education; Incentives; Inner City; Philanthropic Foundations; Private Financial Support; Program Evaluation; Scholarship Funds; Tuition Grants; *Urban Youth
IDENTIFIERS- Kansas; *Kansas City Public Schools MO; Missouri

In Project Choice, Ewing Marion Kauffman, through his Kauffman Foundation, offered a college education to inner city youth in selected schools in Kansas City, Kansas, and Kansas City, Missouri. In exchange students and parents agreed among other things that students would avoid disciplinary problems in school and the community, maintain satisfactory grades, and graduate on time with their class. The Kauffman Foundation learned that this type of incentive program can motivate young people to stay in school, but that there is a number of academic and social skill obstacles that even the promise of a free college education cannot overcome. Of the 1,394 students who signed Project Choice agreements, 767 graduated on time, and 709 of these students continued their educations. Ten significant lessons were drawn from the Project Choice experience: (1) inner-city students can succeed; (2) support services are crucial; (3) the attention of caring adults is more powerful than the promise of a college education; (4) parents count; (5) high school graduation is not the end; (6) schools opt out if they are not full members; (7) flexibility is essential; (8) kids need ongoing rewards and recognition; (9) incentive is expensive; and (10) permanence requires community partnership. Interviews with six individuals affected in different ways by Project Choice are included. Parents, students, and teachers speak about the lessons learned by the Kauffman Foundation through Project Choice. (SLD)

ED 416 284 UD 032 148

combat chronic truancy and reduce the number of suspensions and disciplinary referrals. Their potential for use in urban schools and youth programs is obvious. Conflict resolution programs are most effective when they involve the entire facility or school community, are integrated into institutional management practices and the educational curriculum, and are linked to family and community mediation initiatives. There are four general approaches to conflict resolution education: (1) process curriculum, in which conflict resolution is taught as a distinct lesson or course; (2) peer mediation, in which trained youth mediators work with peers to find solutions; (3) peaceable classroom and peaceable school methodologies that involve the whole educational environment; and (4) conflict resolution programs in nonschool settings, such as youth clubs or community centers. Community centers, usually found in urban areas, often collaborate with law enforcement agencies and other youth-serving agencies to present integrated programs. (SLD)

ED 416 302   UD 032 169

Blumstein, Alfred
Youth Violence, Guns, and Illicit Drug Markets. National Institute of Justice Research Preview.
PUB DATE- 96
NOTE- 6p.; Summary of a videotaped presentation that is part of the Criminal Justice Videotape Series of the National Institute of Justice.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adolescents; *Delinquency; Delinquency Prevention; Drug Use; Homicide; Incentives; Juvenile Justice; Minority Groups; Racial Differences; *Substance Abuse; *Urban Youth; *Violence
IDENTIFIERS- Drug Trafficking; Firearms; *Guns

The perception that violence is on the rise is supported by data showing a sharp increase in violent crime among juveniles since the mid-1980s. Although the overall national homicide rate has not increased, homicides by youth under the age of 24 have grown significantly in recent years. The rate of arrest of nonwhite juveniles for drug offenses has also more than doubled, and these increases appear to be linked to the recruitment of juveniles into the illegal drug trade and the consequent diffusion of guns from them to a larger number of young people. This has been particularly evident in urban areas. The links between the diffusion of guns to juveniles and to the general community, a result of the youths' recruitment into the illegal drug trade, is reflected in the 120% jump in the arrest rate for nonwhite juveniles from 1985 to 1992. A concerted effort must be made to get firearms out of the hands of young people. Some communities, including Pittsburgh (Pennsylvania) and Charleston (South Carolina), are trying new approaches to the reduction of the number of available firearms. These approaches include a bounty for reports leading to the seizure of an illegal gun. The war on drugs needs to be examined to assess its positive and negative effects on young people, including its unintended consequences. (SLD) school students and examines their possible overlap. The report describes the goals, strategies, and structure of the following programs: (1) Occupational Work Experience (OWE), a 1-year vocational program of classroom study and on-the-job experience for older high school students; (2) Occupational Work Adjustment (OWA), a program similar to OWE for younger high school students; (3) Jobs for Ohio Graduates (JOG), three program delivery models that provide occupational training; (4) Learning, Earning, and Parenting (LEAP), a series of financial sanctions and bonuses for pregnant teenage welfare mothers; and (5) Graduation, Reality, and Dual-role Skills (GRADS), an in-school family consumer sciences instructional and intervention program. All of these programs had the common goal of preventing students from dropping out. The Office of Legislative Oversight found that the programs did overlap in that they attempted to prevent students from dropping out. However, in most cases this overlap was appropriate because the programs were complementary, served students of different ages, or their activities differed. The Office of Legislative Oversight considered the overlapping to be a problem only when individual students received inappropriate or duplicate services. Appendixes provide a detailed description of the five programs and a discussion of trends in enrollment and funding. (Contains three exhibits, one graphs, and two tables.) (SLD)

ED 416 266   UD 032 126

Herendeen, Noemi Carrera; Mitchell, Alaire; Dinos, Carmen
The Three Roots and Papa's Advice. A Puerto Rican Migration Story. A Learner-Centered Model Guide for Teachers.
PUB DATE- 95
NOTE- 119p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Bilingual Education; *Cultural Awareness; Cultural Differences; Elementary Secondary Education; *Hispanic Americans; *Immigrants; Immigration; *Life Events; Models; *Personal Narratives; Puerto Rican Culture; *Puerto Ricans; Teaching Methods
IDENTIFIERS- Authentic Assessment; *Learner Centered Instruction; New York City Board of Education; Puerto Rico

This document is part of a series of guides for teachers in which the Division of Bilingual Education of the New York City Board of Education presents a learner-centered model in which the learner sees himself or herself in the story. Learners are able to relive their own experiences or those of their parents or grandparents as they left their own countries and migrated to the United States. Each guide contains two versions of the same story, a shorter version with illustrations and a longer version with few or no illustrations. The shorter version, "Papa's Advice," tells the story of a child who comes to New York City from Puerto Rico and recounts his life from the time he is 7 years old until he has children of his own. The longer version, "The Three Roots and Papa's Advice," expands the story for an older age group. The model begins with reading the story aloud. From the story learners will connect many of the experiences to the different disciplines, including language arts, mathematics, and social studies. The guide contains many suggested activities using cooperative learning, hands-on experiences, and various types of group and individual work. The first appendix discusses authentic assessment, including portfolio assessment, and the second explores parent

Chan, Connie S.
Attitudes toward Sexuality and Sexual Behaviors of Asian-American Adolescents. Implications for Risk of HIV Infection. An Occasional Paper.
SPONS. AGENCY- National Research Center on Education in the Inner Cities, Philadelphia, PA.
PUB DATE- 97
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Adolescents; *Asian Americans; *Behavior Patterns; Cambodians; Cultural Differences; Ethnic Groups; Health Education; High School Students; High Schools; Immigrants; *Knowledge Level; Risk; *Sexuality; *Student Attitudes; Urban Youth
IDENTIFIERS- Asian American Students; Massachusetts (Boston); *Sexually Transmitted Diseases

There has been a widespread perception that Asian Americans are at lower risk for HIV infection and other sexually transmitted diseases than the population as a whole. This report assesses the knowledge of Asian American adolescents about AIDS and their sexual behaviors and explores whether there is a difference between a Cambodian group (half the sample) and an "other Asian" group. Questionnaires were distributed to 96 adolescents in the Boston and Revere (Massachusetts) areas in 1994, and 80 completed them. Previously published studies of the knowledge and attitudes of Asian American adolescents have indicated that they were less knowledgeable about AIDS and less apt to discuss sex and sexuality than their White, African American, and Hispanic counterparts, but this study suggests that this may no longer be the case. These students were found to be aware of AIDS, willing to discuss it, and more willing to translate their knowledge into protective behaviors. However, only 46% reported using condoms during oral, anal, or vaginal intercourse. The Cambodian adolescents differed from their other Asian counterparts only in reporting more sexual activity, a finding that may reflect cultural differences. The majority of students in both groups were first-generation immigrants who would be expected to adhere more closely to cultural expectations than would more "Americanized" adolescents. (Contains 5 tables and 14 references.) (SLD)

ED 416 285 UD 032 149

Ireland, Timothy; Widom, Cathy Spatz
Childhood Victimization and Risk for Alcohol and Drug Arrests. Research Preview.
SPONS. AGENCY- Indiana Univ., Bloomington.
PUB DATE- 95
NOTE- 3p.; The full report appeared in "The International Journal of the Addictions," v29, January 1994. Funding also provided by the Harvard University Talley Foundation.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adolescents; Adults; *Alcohol Abuse; *Child Abuse; Child Neglect; Children; *Delinquency; Disadvantaged Youth; *Drug Abuse; Prediction; Risk; Sex Differences; Urban Youth; *Victims of Crime
IDENTIFIERS- *Arrests

Using data from a large project on child abuse and neglect as predictors of violent criminal behavior, researchers investigated the connection between childhood maltreatment and involvement. A third appendix suggests activities arranged by subject area. (SLD)

ED 416 267 UD 032 127

Project Choice.
PUB DATE- 97
NOTE- 75p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Disadvantaged Youth; Educational Attainment; Graduation; *High School Graduates; High Schools; *Incentives; Inner City; Philanthropic Foundations; Postsecondary Education; Private Financial Support; Program Evaluation; Scholarship Funds; *Scholarships; Tuition Grants; *Urban Youth
IDENTIFIERS- Kansas; *Kansas City Public Schools MO; Missouri

Project Choice was begun with the goal of increasing the number of inner-city students who graduate on time. Ewing M. Kauffman and his business and foundation associates designed and elected to test a model that used the promise of postsecondary education or training as the incentive to stay in school. This report details the evolution of Project Choice from its planing phase in 1987 through 1996 when members of the first Choice class in Kansas City (Kansas) and Kansas City (Missouri) began graduating from four-year institutions. It describes the successes and the failures, traces the changes that were made in the program to respond the needs of students, their parents, and their schools, and it presents project outcomes. Of the 1,394 students who signed up for Project Choice between 1988 and 1992, 147 moved out of the participating school districts, 397 dropped out of school, 78 did not graduate on time, and 767 did graduate on time. Of these 767, 709 continued their educations, with 322 enrolled in two-year community colleges or vocational training, and 387 enrolled in four-year colleges. The 10 major lessons from the Project were that: (1) inner-city students can succeed; (2) support services are essential; (3) flexibility is key; (4) the attention of caring adults means more than the promise of postsecondary education; (5) kids need ongoing rewards and recognition; (6) parents count; (7) high school graduation is not an end; (8) incentive is expensive; (9) schools will opt out of the game when they are not full team members from the beginning; and (10) permanence requires community partnership. Appendixes provide information about project outcomes, costs, evaluations, agreements, and staff. (SLD)

ED 416 268 UD 032 128

Weiler, Jeanne
The Athletic Experiences of Ethnically Diverse Girls. ERIC/CUE Digest, Number 131.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Academic Achievement; *Athletics; Black Students; Diversity (Student); Economic Factors; *Educational Attainment; Elementary Secondary Education; *Ethnic Groups; *Females;

later arrest for alcohol and drug-related offenses. After controlling for age, gender, and race, child maltreatment was found to be a significant predictor of delinquency. However, the relationship between childhood victimization and juvenile arrests for alcohol or drugs was not significant. Only one variable--gender--influenced the juvenile arrest rate for alcohol or drugs. Males were more than 10 times as likely to be arrested for these offenses as females prior to age 18. After controlling for demographic characteristics and juvenile contact with the criminal justice system, childhood abuse or neglect was found to be a statistically significant predictor of having at least one alcohol- or drug-related arrest in adulthood. An indirect path between childhood victimization and adult substance abuse arrest was also demonstrated. Abused or neglected females were more likely to have alcohol or drug arrests as adults, but no differences were found for male victims and controls. Being abused or neglected increased the probability of arrest for alcohol or drugs in adulthood for whites, but not for blacks. More research is needed for further analysis of the relationship between childhood maltreatment and later arrest for substance abuse, but intervention efforts should recognize possible increased risks. (SLD)

ED 416 286   UD 032 150

Poe-Yamagata, Eileen; Butts, Jeffrey A.
Female Offenders in the Juvenile Justice System. Statistics Summary.
SPONS. AGENCY- Department of Justice, Washington, DC. Office of Juvenile Justice and Delinquency Prevention.
PUB DATE- 96
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; Correctional Rehabilitation; Databases; *Delinquency; *Females; *High Risk Students; Intervention; *Juvenile Justice; *Sex Differences; Tables (Data); Trend Analysis; Urban Youth
IDENTIFIERS- *Arrests

This document analyzes patterns in the arrest, judicial management, and correctional placement of female offenders. Data are from several federal databases, including the Children in Custody Census. In 1993, U.S. law enforcement agencies made an estimated 570,100 arrests involving females under the age of 18. Although male offenders still account for most delinquent acts, the relative growth in juvenile arrests involving females was more than double the growth for males between 1989 and 1993. While juvenile arrests for violent crimes increased 33% for males in that period, they increased 55% for females. Findings of this study support the popular contention that female delinquency has increased relatively more than male delinquency in recent years. Juvenile crime is still predominantly a male problem, but if recent trends continue, female delinquents will occupy even more of the time and attention of policymakers, service providers, court officials, law enforcement agencies, and communities and will require more correctional rehabilitation and education. Ten sources are listed for further reading. (Contains 4 figures and 16 tables.) (SLD)

ED 416 287   UD 032 153

Hispanic Americans; Racial Differences; *Self Concept; Socioeconomic Status; *Student Attitudes; Urban Youth
IDENTIFIERS- African Americans; ERIC Digests; Latinas

This digest discusses how race and ethnicity, socioeconomic status, and area of residence, whether urban, suburban, or rural, impact girls' sports experiences. The social context of girls' lives shapes their sports choices and opportunities, with financial restraints often restricting African American girls' opportunities. When access to sports is possible, all girls appear to derive positive benefits from exercise and athletic involvement, although they perceive the benefits differently based on their experiences and social contexts. Because low-income girls of color have their sports opportunities through schools, recreation departments, and nonprofit agencies, their participation is usually limited to the stereotypical popular sports of basketball and track and field, in which African American girls are over-represented. Economic class and racial and gender stratification also significantly impact the participation of women of color in sports leadership positions, including coaching and sports administration. In general, girls who participate in sports experience higher than average levels of self-esteem, and research suggests that higher rates of athletic participation or exercise were significantly related to postponing intercourse and lower rates of sexual activity and pregnancy. There is also a positive academic relationship between sports involvement and academic achievement, although there are great differences among groups. Sports participation reduced dropping out for rural Latina athletes and suburban and rural white athletes, but not for urban female athletes or African American girls from any area. Nor was there any correlation between occupational success and sports participation. Overall, the benefits of participation in athletics indicates that schools, community organizations, and sports organizations need to take steps to increase and improve the sports experiences of young women. (Contains eight references.) (SLD)

ED 416 269   UD 032 129

Postiglione, Gerard A., Ed.; Lee, Wing On, Ed.
Schooling in Hong Kong. Organization, Teaching, and Social Context.
PUB DATE- 97
NOTE- 194p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Educational Administration; *Educational Policy; *Elementary Secondary Education; Foreign Countries; Government Role; International Education; *Political Influences; Social Change; *Social Influences; Student Characteristics; Tables (Data); Teacher Characteristics; Teachers
IDENTIFIERS- *Hong Kong

Contributions to this volume present background material about the characteristics of education in Hong Kong as well as social and organizational perspectives that explore key educational issues facing Hong Kong educators. The first part of the book introduces the Hong Kong education system, while the second part deals with the organizational and managerial aspects of schools. The third part examines social factors as they affect educational attainment. The following selections are included: (1) "Schooling and the Changing Socio-Political Setting: An

Sickmund, Melissa; Snyder, Howard N.; Poe-Yamagata, Eileen
Juvenile Offenders and Victims: 1997 Update on Violence. Statistics Summary.
SPONS. AGENCY- Department of Justice, Washington, DC. Office of Juvenile Justice and Delinquency Prevention.
PUB DATE- 97
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adolescents; *Delinquency; Homicide; *Juvenile Justice; Social Problems; Tables (Data); Trend Analysis; *Urban Youth; *Victims of Crime; *Violence

This report is the second update to "Juvenile Offenders and Victims: A National Report" published in 1995. Drawing on new analysis of statistical series developed by various Federal agencies, it provides answers to the questions most often asked about trends in youth violence and victimization. This report provides information that the wave of violence by juveniles that the United States has experienced in the last 10 years may be subsiding. Serious violent crimes by juveniles dropped 25% between 1994 and 1995. The most recent data from the Federal Bureau of Investigation also report substantial declines in juvenile arrests for violence crimes. There is a reported decline of nearly 20% for murders by juveniles between 1993 and 1995. This report contains the raw information needed to address the problems of juvenile crime and victimization in sections on victims, offenders, and corrections. Current levels of juvenile crime, although below those of recent years, are still not acceptable. In addition, statistics continue to show high rates of victimization of juveniles. Twenty-five percent of all known juvenile homicide offenders were reported in the five U.S. counties that contain the cities of Los Angeles (California), Chicago (Illinois), Houston (Texas), Detroit (Michigan), and New York City. The forces that drove past increases in juvenile crime still exist, although there is more hope that society can counteract them. (Contains 39 graphs, 1 figure, 17 tables, 3 maps, and 39 references.) (SLD)

ED 416 288 UD 032 154

Bell, John F.
Sex Differences in Performance in Double Award Science GCSE.
PUB DATE- 97
NOTE- 28p.; Paper presented at the Annual Meeting of the British Educational Research Association (York, England, United Kingdom, September 11-14, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; British National Curriculum; Foreign Countries; *High School Students; High Schools; *National Competency Tests; *Science Education; *Science Tests; *Sex Differences; Tables (Data)
IDENTIFIERS- *England; *Nuffield Combined Science

Sex differences in performance of year-11 British students in science are being explored in an ongoing study. Some early results and tentative conclusions are reported. Double award science was introduced in England to improve scientific literacy, to reduce sex imbalances in later science pursuits by females, and to encourage generally greater pursuit of science

Introduction" (Gerard A. Postiglione and Wing On Lee); (2) "The Education System" (Kai Ming Cheng); (3) "Education and the Labour Market" (Mark Bray); (4) "The Policymaking Process" (Kai Ming Cheng); (5) "Organizing and Managing Schools" (Kam Cheung Wong); (6) "Teachers and Teaching" (Hubert O. Brown); (7) "Curriculum as a Form of Social Practice" (Kwok Wah Cheung); (8) "Schooling and Social Stratification" (Gerard A. Postiglione); (9) "Social Class, Language and Achievement" (Wing On Lee); and (10) "Enabling or Disabling Policies for Children and Young People" (Nick Crawford). Each chapter contains references. (Contains 12 tables and 7 figures.) (SLD)

ED 416 270 UD 032 130

Herendeen, Noemi Carrera; Mitchell, Alaire; Dinos, Carmen
Journey to a New Life. A Chinese Immigration Story. A Learner-Centered Model Guide for Teachers.
PUB DATE- 95
NOTE- 124p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Bilingual Education; *Chinese; Chinese Culture; *Cultural Awareness; Cultural Differences; Elementary Secondary Education; Foreign Countries; *Immigrants; Immigration; *Life Events; Models; *Personal Narratives; Teaching Guides; Teaching Methods
IDENTIFIERS- Authentic Assessment; Chinese People; *Learner Centered Instruction; New York City Board of Education

This document is part of a series of guides for teachers in which the Division of Bilingual Education of the New York City Board of Education presents a learner-centered model in which the learner sees himself or herself in the story. Learners are able to relive their own experiences or those of their parents or grandparents as they left their own countries and migrated to the United States. Each guide contains two versions of the same story, a shorter version with illustrations and a longer version with few or no illustrations. The story in this guide is that of Jennifer, who comes to New York City from a village in southern China. Her story spans her departure from China to her eventual graduation from college in the United States. The model begins with reading the story aloud. From the story learners will connect many of the experiences to the different disciplines, including language arts, mathematics, and social studies. The guide contains many suggested activities using cooperative learning, hands-on experiences, and various types of group and individual work. The first appendix discusses authentic assessment, including portfolio assessment, and the second explores parent involvement. A third appendix suggests activities arranged by subject area, and a fourth appendix is a suggested field trip activity. (SLD)

ED 416 271 UD 032 132

Cookson, Peter W., Jr.; Shroff, Sonali M.
School Choice and Urban School Reform. Urban Diversity Series No. 110.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.

in further and higher education. This paper considers the results for the Nuffield Syllabus Coordinated Sciences Double Award (1772) tests for 1996, focusing on how teaching combined sciences has influenced sex differences. These results are considered in light of the National Curriculum and the changes in public examinations in the British system. Results are considered for 13,969 females and 13,957 males for the 4 components of the Nuffield examinations. These students were all candidates for the next tier of education, so that they might represent the most able portion of the total student cohort. Analysis of these results indicates that the sex gap favoring males in performance in physics has been masked by the introduction of the double science public examination. Results suggest that the traditional pattern of sex differences still exists, and further research is required to investigate the relatively weaker performance of female students on specific types of items. (Contains 13 figures, 11 tables, and 128 references.) (SLD)

ED 416 289 UD 032 156

Preventing Teen Pregnancy: Coordinating Community Efforts. Hearing before the Subcommittee on Human Resources and Intergovernmental Relations of the Committee on Government Reform and Oversight. House of Representatives, One Hundred Fourth Congress, Second Session.
PUB DATE- 96
NOTE- 155p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Adolescents; *Community Programs; Disadvantaged Youth; *Early Parenthood; Family Planning; Hearings; High Risk Students; Pregnant Students; *Prevention; Program Development; Secondary Education; *Social Problems; Unwed Mothers; Urban Youth
IDENTIFIERS- Congress 104th

The Subcommittee on Human Resources and Intergovernmental Relations of the House of Representatives Committee on Government Reform and Oversight met to consider the causes of and solutions to teen pregnancy and the role of community organizations in prevention efforts. Opening remarks by Representative Christopher Shays were followed by statements by a number of people with expertise in teen pregnancy prevention, beginning with the statement of Representative Edolphus Towns, which emphasizes that in many cases the fathers of the babies of teenage girls are much older than the mothers. Statements of Representatives Nancy Johnson and Eva M. Clayton further defined the problem and emphasized that solutions must be community based. Remarks and a panel discussion were presented by: (1) Henry W. Foster, Jr., Senior Advisor to the President; (2) Kristin A. Moore, from the National Campaign To Prevent Teen Pregnancy; (3) Pat Funderburk Ware, former director of the Office of Adolescent Pregnancy Programs; and (4) Kathleen Kennedy Townsend, Lieutenant Governor of Maryland. The panel discussion of these representatives of national initiatives was followed by a panel discussion of representatives from Best Friends, a program for girls and young women, and the Institute for Responsible Fatherhood and Family Revitalization. The transcribed comments and prepared statements of members of both panels are supplemented by letters, statements, and other documents submitted for the record. Panelists and Congress members were in general agreement that community-based approaches are needed to address the problems of teen pregnancy

PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC
Information Analysis Products (071),Reports -
Evaluative/Feasibility (142)
DESCRIPTORS- Desegregation Plans; *Educational Change;
Educational Vouchers; Elementary Secondary Education; *Equal
Education; *Free Choice Transfer Programs; Magnet Schools;
Postsecondary Education; Public Schools; Racial Balance;
*School Choice; School Restructuring; Tuition; *Urban Schools;
Urban Youth
IDENTIFIERS- *Controlled Choice

This monograph explores issues related to school choice by examining available evidence for the success of choice plans. It begins with an overview of the choice movement and then describes several specific plans that illustrate the various plan types. It concludes with an appraisal of how choice will change and shape urban school reform in the future and some recommendations for increasing the equity of choice programs. The following types of plans are considered: (1) intradistrict choice; (2) interdistrict choice; (3) intrasectional choice; (4) intersectional choice; (5) controlled choice; (6) magnet schools; (7) postsecondary options; (8) second-chance options; (9) charter schools; (10) workplace training; (11) voucher plans; and (12) tuition tax credits. Some examples of choice in action are described. In Minnesota, all public schools are open to all students throughout the state if there is room and transfer does not harm racial integration efforts. New York City has a city-wide choice plan. In Massachusetts, choice has been a means to achieve racial and ethnic balance in the schools through controlled choice plans. Voucher plans have been implemented in several cities, most notably Milwaukee (Wisconsin). School choice clearly provides students with opportunities that might not otherwise exist, but it is just as clearly not a magic bullet for educational equity. (Contains 31 references.) (SLD)

ED 416 272 UD 032 133

Flannery, Daniel J.
School Violence: Risk, Preventive Intervention, and Policy. Urban
Diversity Series No. 109.
SPONS. AGENCY- Office of Educational Research and Improvement
(ED), Washington, DC.
PUB DATE- 97
NOTE- 88p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC
Information Analysis Products (071),Reports -
Evaluative/Feasibility (142)
DESCRIPTORS- *Adolescents; Aggression; Behavior Patterns; Child
Development; Diversity (Student); Educational Policy;
Elementary Secondary Education; *Prevention; Program
Development; Program Implementation; *Risk; *School Safety;
Urban Schools; Urban Youth; *Violence

This monograph examines the issue of school violence and the ways to eliminate it. The goal is to return schools to their status as safe havens for children to learn, achieve, and acquire the skills they need to become successful and productive adults. Section I defines school violence and reviews data on its prevalence. Section II discusses various risk factors for violent behavior among youth. An understanding of risk, particularly within a developmental framework, is essential to forming and implementing effective school-based prevention and intervention programs. The next section examines children's and that the role of fathers must be strengthened. (SLD)

ED 416 290 UD 032 157

Leung, Esther K.
Acculturation Gap and Relationship between First and Second Generation Chinese-Americans.
PUB DATE- 97
NOTE- 7p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Memphis, TN, November 13, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Acculturation; Adolescents; Children; *Chinese Americans; Chinese Culture; *Cultural Background; Elementary Secondary Education; Ethnicity; *Generation Gap; *Immigrants; Parent Attitudes; *Parent Child Relationship; Student Attitudes

Acculturation differences associated with relationship problems were studied with Chinese American immigrant parents and their children. Subjects were 20 Chinese Americans aged 9 to 16 years attending a Chinese church in a city in the mid-southern United States. Most were second generation Chinese Americans. They completed a questionnaire about acculturation modified from one completed by Korean Americans in another study. Parental comments about relationship problems were gathered informally. Over 90% of the young respondents indicated that they were happy living in the United States, that their parents loved them, and that they were happy with school life. Between 70 and 90% wished that their parents spoke English well, and most wished that their parents understood more about them and their feelings. Only 15% wanted to know more about China and its culture, and about 15% wished they were not Chinese. Parents expressed concerns that they did not understand the educational system adequately. They also voiced concerns that their children did not respect them, did not like to converse with them, and did not know about Chinese culture and values. Results demonstrate some acculturation problems. The most extreme negative opinions about culture and ethnic identity were voiced by the most recent immigrants. The acculturation gap appears to be a factor in the parent-child relationship that could have a great impact on the children's adjustment at school. The study questionnaire is attached. (Contains nine references.) (SLD)

ED 416 291 UD 032 158

Reglin, Gary
Mentoring Students at Risk. An Underutilized Alternative Education Strategy for K-12 Teachers.
PUB DATE- 98
NOTE- 93p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Dropouts; Elementary Secondary Education; *High Risk Students; *Interpersonal Relationship; *Mentors; *Nontraditional Education; Program Development; Program Implementation; *Teaching Methods; Tutorial Programs

reactions to violence, including the mental health consequences of exposure and victimization, and considers the impact of victimization from a developmental perspective and the special case of bullying at school. Section IV discusses the school itself as a setting that can promote violent and aggressive behavior. This includes a discussion of student diversity, issues of safety and security, and the presence of gangs at school. Section V examines the role of education in understanding what works in violence prevention, and Section VI presents examples of several different types of school-based interventions designed to address youth aggressive and violent behavior. Programs at the elementary, middle, and high school levels are reviewed. The final chapter focuses on what is known about youth violence and the implications of this knowledge for school-based violence prevention and social policy. (Contains 4 tables, 1 figure, and 189 references.) (Author/SLD)

ED 416 273 UD 032 136

Olsen, Laurie
An Invisible Crisis. The Educational Needs of Asian Pacific American Youth.
PUB DATE- 97
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Asian Americans; Cultural Awareness; Cultural Differences; Curriculum Development; *Disadvantaged Youth; Elementary Secondary Education; Ethnic Groups; *Immigrants; *Language Minorities; Multicultural Education; *Pacific Americans; Poverty; Racial Discrimination; Refugees
IDENTIFIERS- *Model Minority Thesis

An urgent educational crisis threatens the futures of a growing number of Asian Pacific American students, both immigrant and American-born. This crisis is largely invisible to most Americans, even to many in the teaching profession, because many see all Asian Pacific American students as members of a model minority destined to excel. This image is a destructive myth for the many Asian Pacific American children the schools are failing. The number of Asian Pacific American students is large and growing rapidly, and the context for educating these students effectively is changing. While immigrants who came to this country after 1965 were well-educated and well-off, more recent groups of Asian Pacific Americans are poor and poorly educated. The schools' task is complicated by historic problems of poverty and racial discrimination. Language and literacy issues are foremost in the problems of these students. In addition, most schools do not have curricula appropriate to educate multilingual and multicultural student populations. Support for families and youth development is inadequate. Community groups and foundations can offer much-needed support to school's efforts to help this underserved population. Recommendations for foundation help to Asian Pacific American students center on: (1) community/school/family partnerships; (2) institutional change and accountability; (3) curriculum development; (4) language development research and programs; and (5) teacher recruitment and training. Appendixes lists 19 resource organizations for program information and 13 other resource organizations. (Contains 4 tables, 2 graphs, and 61 references.) (SLD)

ED 416 274 UD 032 137

Research has shown mentoring to be a powerful alternative education and dropout prevention strategy for students at risk. This book is designed to help teachers, school administrators, case managers in the juvenile justice system, and others who work with at-risk students develop mentoring programs. Chapter 1, "Teachers Can Restructure Education for Students at Risk," discusses the need to restructure classrooms, programs, and the need for schools to serve students better. Chapter 2 introduces two funded alternative education programs, the Truancy Court Conference Program and the Mentoring and Tutoring Help (MATH) Program. The MATH program provides positive role models from the community for Truancy Court Conference Program students and involves these students in personal relationships with mentors. Chapter 3 discusses some of the important components of the MATH program that can help teachers design, operate, and evaluate their own mentoring programs. Models to design recruiting flyers, mentor applications, and interest inventories are included. Activities, which include community service projects, are outlined for mentors and students. A model that summarizes the important features of MATH applicable to school situations is presented. Chapter 4 deals with what teachers can emphasize to mentors. The need for teachers to facilitate the efforts of mentors to gain knowledge and training in specific areas, such as mentoring techniques and setting goals and objectives, is discussed. Chapter 5 deals with tips for teachers to build a mentoring program. These tips are organized into: (1) familiarity with effective mentoring programs; (2) identifying proteges and school liaison persons; (3) writing mission statements, goals, and objectives; and (4) being aware of family structure and promoting of family involvement. An appendix contains some sample forms for mentoring programs. (Contains 2 figures and 58 references.) (SLD)

ED 416 292 UD 032 159

Collins, Cherry; Batten, Margaret; Ainley, John; Getty, Corinne
Gender and School Education.
SPONS. AGENCY- Australian Dept. of Employment, Education, Training and Youth Affairs, Canberra.
PUB DATE- 96
NOTE- 213p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Elementary School Students; Elementary Secondary Education; *Equal Education; Foreign Countries; Minority Groups; *Nondiscriminatory Education; Private Schools; Public Schools; *School Role; Secondary School Students; *Sex Fairness; *Sexual Harassment; Student Attitudes
IDENTIFIERS- *Australia

The Gender and School Education study was undertaken to collect baseline data against which progress in implementing the National Policy for the Education of Girls in Australian Schools can be measured. The study was designed to provide data on gender matters related to boys as well as girls. A total of 408 schools across Australia were involved: 213 primary schools and 195 secondary schools. Questionnaires were completed by an average of 6 teachers and 25 students per sample school for actual samples of 1,097 primary teachers, 1,465 secondary teachers, 4,969 year-6 students, and 4,855 year-10 students. Schools from all three sectors--government, Catholic, and independent--were represented. Findings provide a wide range of data on how students experience gender in the schools, with sex-

Rutledge, Valerie Copeland
A Case Study Investigating the Funding of Public Education K-12 in Urban versus Rural School Systems in Tennessee.
PUB DATE- 97
NOTE- 43p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Memphis, TN, November 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Court Litigation; Educational Change; Educational Equity (Finance); *Educational Finance; Elementary Secondary Education; Finance Reform; *Financial Support; Public Schools; *Resource Allocation; *School District Wealth; *State Legislation; State Programs
IDENTIFIERS- Reform Efforts; *Tennessee

The public school funding lawsuits that have been filed over the last two decades indicate that many people are not satisfied with the existing levels of school funding. After several years of trying to bring about changes through different avenues, a group called Tennessee Small School Systems filed suit in 1988 to have the system of financing public schools in Tennessee declared unconstitutional. This paper explores events leading to this suit, evaluates its effects, and considers the implications of legislated educational reforms. The Tennessee Small School Systems v. Ned Ray McWherter lawsuit occurred at the same time that a major piece of educational reform legislation was being contemplated by Tennessee's state legislature and senate. When the lawsuit resulted in a decree finding unconstitutional conditions, a mechanism was in place to provide some relief. The resulting Education Improvement Act and its funding component, the Basic Education Program, have made dramatic changes to the level and quality of education being provided to small, property-poor school systems throughout Tennessee. Many constraints that formerly controlled expenditures by local school systems were removed by this act, and the legislation called for more accountability by placing specific responsibilities on local governments, individual schools, and teachers. It may be the next century before a workable solution to school funding equity emerges, but the Basic Education Program at least has begun an effort to meet this need. Four appendixes present the study interview schedule, a summary of the McWherter court case, the Tennessee House of Representatives resolution for the educational improvement act, and a table listing major sources of funding for Tennessee schools. (Contains 3 tables and 29 references.) (SLD)

ED 416 275 UD 032 138

James, Betty Harris
Improving the Academic Performance of Urban At-Risk Students in West Virginia through Development of a Parent-Community-School (PCS) Collaborative Education Model. Urban Education. Annual Report 1991.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 91
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Cooperation; *Disadvantaged

based harassment by other students not uncommon, and some gender discrimination still existing in the schools. However, the study offers evidence that attention to gender issues by systems, schools, and individual teachers does make a difference to the gender experience of students in schools. For example, the proportion of students reporting sexual harassment was considerably lower in states that had given continuous and careful attention to this issue. Much remains to be done, however, to ensure the development of all students regardless of gender. An appendix contains the study questionnaires. (Contains 49 tables, 18 figures, and 40 references.) (SLD)

ED 416 293   UD 032 160

Willingham, Warren W.; Cole, Nancy S.
Gender and Fair Assessment.
PUB DATE- 97
NOTE- 411p.; "In collaboration with Brent Bridgeman, Carol A. Dwyer, Linda M. Johnson, Susan Wilson Leung, Charles Lewis, Rick L. Morgan, Judith M. Pollack, Alicia Schmitt, Gita Z. Wilder."
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Achievement; Elementary Secondary Education; Ethnic Groups; Higher Education; Minority Groups; *Performance Factors; *Sex Differences; Sex Discrimination; Tables (Data); *Test Bias; Test Construction; Test Items; Test Use; *Testing Problems

This exploration of gender and test fairness first considers ways in which women and men sometimes differ in test performance, and then examines some of the aspects of why they differ, focusing on aspects that have implications for the design of fair tests. The first chapter introduces the context of the topic, the nature of test fairness, and the main features of this study. Chapter 2 examines recent research on gender differences in test performance to see what data and analyses would be useful in considering the entire issue. Chapter 3, "Test Performance," presents data on male and female performance on widely used current tests. Chapter 4 reports data on grades and other measures of interest and accomplishment among young women and men. Data in Chapter 4 illustrate that achievement is broader than test performance, and they provide a context for better understanding observed patterns in test performance. Beginning with Chapter 5, the discussion shifts to test fairness issues and implications of gender differences noted in the preceding chapters. Chapter 6, "Fairness Issues in Test Development and Administration," deals with the actual creation of a test, and Chapter 7, "Fairness Issues in Test Design and Use," considers its use. Chapter 8 contains a summary of findings on gender difference and similarity as well as fairness issues. Overall, the volume demonstrates that designing a test and justifying its use means resolving complex issues of fairness within constraints imposed by circumstances. One type of constraint is that solutions to different fairness issues or their effects on different groups may be in conflict. (Contains 70 figures, 26 tables, and numerous references.) (SLD)

ED 416 294   UD 032 161

Huizinga, David; Loeber, Rolf; Thornberry, Terence P.
Urban Delinquency and Substance Abuse. Initial Findings. Research

Youth; Elementary Secondary Education; *High Risk Students; Models; *Parent School Relationship; *Partnerships in Education; Pilot Projects; School Community Relationship; *Urban Schools; Urban Youth
IDENTIFIERS- *West Virginia; West Virginia (Charleston)

The Community Liaison to Urban Education (CLUE) program operates from the Appalachia Educational Laboratory to research, develop, and implement a collaborative parent-community-school (PCS) education model designed to initiate and sustain the involvement of nonadvantaged parents, community leaders, and community organizations in the education of urban youth with a focus on at-risk populations. The CLUE program identified key urban leaders, established a network of statewide leadership, community representatives, school personnel, and social service agencies interested in urban education. It then offered training opportunities and established a pilot test of the PCS model in one community in Charleston, West Virginia. Data on the collaborative process used in the pilot demonstration site were collected and analyzed. At the end of 1991 activities, the CLUE program had held a statewide meeting of educational leaders interested in improving urban education in West Virginia. This group had cooperated with the CLUE program to develop the PCS pilot test. Community meetings had been held in the Chandler elementary school community in a Charleston housing project, and educational needs had been identified. A community residents' council was strengthened through training, publication, and meeting facilitation efforts of the CLUE program director. A linkage between the resident school council did not materialize in 1991, and the PCS model has yet to be implemented in the Chandler school community. In addition to these activities, the CLUE program has produced newsletters and assisted in the development of funding proposals for the community residents' council. (Contains five tables and two figures.) (SLD)

ED 416 276 UD 032 139

Rong, Xue Lan; Preissle, Judith
Educating Immigrant Students. What We Need To Know To Meet the Challenges.
PUB DATE- 98
NOTE- 201p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Cultural Awareness; *Cultural Differences; *Disadvantaged Youth; Educational Attainment; Elementary Secondary Education; Ethnicity; *Immigrants; Immigration; *Language Minorities; Minority Groups; Needs Assessment; Public Schools; Racial Differences; *Socialization; Urban Youth

The shortcomings and assets of existing knowledge about educating immigrant students and their implications for serving immigrant populations traditionally underserved in U.S. public schools are addressed. How immigration interacts with race, ethnicity, nationality, gender, social class, and residential location is explored through current information on immigrants, the conceptualization of racial and ethnic socialization for immigrant children, and studying the educational experiences of immigrants. The first four chapters are an overview of factors and issues in immigration in the United States. They summarize the most current information on the socioeconomic, demographic, linguistic, and educational characteristics of U.S. immigrant children. The next two chapters examine the racial and ethnic identity reconstruction of immigrant minority children and its

Summary.
PUB DATE- 95
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *At Risk Persons; *Delinquency; Disadvantaged Youth; *Drug Use; Elementary Secondary Education; Etiology; Longitudinal Studies; *Substance Abuse; Urban Problems; *Urban Youth; *Violence
IDENTIFIERS- Firearms; Guns

In collaborative efforts three research teams have investigated the problems of urban delinquency and substance abuse in longitudinal studies that have gone on since 1986. The Denver Youth Study is a longitudinal survey that involves annual interviews with probability samples of five different birth cohorts and their parents from areas of Denver (Colorado) that display high risk for delinquency. The Pittsburgh Youth Study, in two phases, selected boys attending grades 1, 4, and 7 in Pittsburgh (Pennsylvania) public schools. Of 2,250 initial subjects, 1,500 have been selected for followup. The Rochester Youth Development Study started with a sample of 1,000 boys and girls in Rochester (New York) and collected data on them over 4.5 years. This report updates an earlier report on these three studies, published in 1994, and supports previous conclusions. Violent offenses increased markedly with the onset of drug use, as did the carrying of concealed weapons. Continued drug use has been associated with an increase in violent offenses and the frequency of carrying weapons. The onset of drug selling for these juveniles was associated with an increase in violent crime, and the percentage of drug dealers carrying guns rose steadily for those between the ages of 16 and 19. When drug use was discontinued, violent offenses decreased. Findings are grouped into the following sections: (1) "Introduction"; (2) "Results: Delinquency and Drug Use"; (3) "Results: Overlap of Problem Behaviors"; (4) "Results: Explanatory Factors and Delinquency"; (5) "Results: Common Themes"; and (6) "Programmatic Implications." (Contains 1 table and 15 figures.) (SLD)

ED 416 295 UD 032 162

Goodnow, Michael
The Gould-Wysinger Awards: A Tradition of Excellence. Fact Sheet #44.
PUB DATE- 96
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Child Abuse; *Delinquency; Identification; *Intervention; *Juvenile Justice; Prevention; Program Development; *Program Effectiveness; Program Evaluation; Psychiatric Services; Sexual Abuse; Urban Problems; *Urban Youth; *Youth Programs
IDENTIFIERS- *Juvenile Justice Delinquency Prevention Office; Juvenile Sex Offenders; Restitution

A primary goal of the Office of Juvenile Justice and Delinquency Prevention (OJJDP) is to identify and promote programs that enhance the field of juvenile justice. Since 1992, the Gould-Wysinger Awards, commemorating two OJJDP professionals, have recognized programs that advance the objectives of the Juvenile Justice and Delinquency Prevention Act of 1974 and promote a implications for their schooling. The following three chapters describe the different groups of people dominating current immigration, discussing groups by areas of geographic origin. Chapter 10 provides a brief review and summary to make recommendations and consider implications for policy and practice. The chapters are titled: (1) "Immigration and Schooling in the United States"; (2) "Families and Communities"; (3) "Overcoming Language Barriers"; (4) "Educational Attainment"; (5) "Learning New Cultures"; (6) "Learning in School"; (7) "Hispanic Children"; (8) "Asian Children"; (9) "Caribbean and African Black Children"; and (10) "The Future for Immigrant Students." (Contains 11 tables, 15 figures, and 200 references.) (SLD)

ED 416 277 UD 032 140

Urban Education.
PUB DATE- 95
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Black Students; *Cultural Awareness; Cultural Differences; Educational Change; Elementary Secondary Education; *Minority Group Teachers; *Multicultural Education; *Teacher Recruitment; *Urban Education; *Urban Schools; Urban Teaching; Urban Youth

The articles in this theme issue focus on urban education. The first essay, "The Changing Urban School" by Rosanne Bacon, notes the challenges of urban schools. As the nation's cities change to reflect a more diverse, multicultural, and multiethnic population, urban schools must meet the needs of a rapidly changing student population. Teachers are at the heart of efforts to make urban schools exciting places of learning and achievement. Ako Kambon, in "Recruitment of Minority Teachers Is Key to Improving Urban Schools," notes that minority students will comprise 33% of the U.S. school population by the year 2000. However, if present trends continue, minorities will be less than 5% of all teachers in the United States by that time. A number of factors contribute to diminishing interest in teaching on the part of minorities. Among these are the relatively low status of teaching as a profession and various economic factors, as well as the perception that urban schools are combat zones. The development of minority recruitment programs in teaching must be encouraged, to provide a supply of minority teachers for the schools of the future. "Urban Public Schools: Getting the Job Done" by Michael Casserly highlights successes in urban schools. Increasing numbers of black urban students are completing high school, and a majority of urban teachers report that they do not have trouble keeping order in their classrooms. "Wanted: Teachers with an Attitude" by Jerry Howland details the successes of three urban students who represent the possibilities an urban education can provide. Sidebars to this section present "Activities To Get Students Interested in Urban Teaching," "The Urban Teacher Collaborative" (a partnership of Recruiting New Teachers, Inc., the Council of the Great City Schools, and the Great City Colleges of Education), and "What It Takes To Teach in Urban Schools." (SLD)

ED 416 278 UD 032 141

standard of excellence for program development and implementation. Programs may be nominated in the categories of delinquency prevention, intervention, and system improvement. In 1995, three programs, all in the intervention category, were named Gould-Wysinger winners. All three target urban youth. The Utah Community Service and Restitutions Program, Salt Lake City, shows that juveniles who take responsibility for their actions by paying retribution, performing community service, or both, are less likely to re-offend than are juveniles without sanctions. The Arlington County Juvenile Sex Offender Program, Arlington (Virginia) is a comprehensive treatment approach for the adolescent offender, the offender's family, and significant systems within the community. A recent evaluation of this program, in which trained staff work closely to prevent the escalation of offender behavior, indicates that 91% of juveniles who attend do not reoffend. The BRIDGE (Atlanta, Georgia) is an intermediate-level residential psychiatric treatment program for youth with a history of physical and sexual abuse in a depressed Atlanta neighborhood. Youth are placed in the BRIDGE, which provides comprehensive treatments for youth involved with or at risk of substance abuse, gangs, physical and sexual abuse, sexually transmitted diseases, and HIV infection, as an alternative to incarceration. The BRIDGE also offers a comprehensive alternative school and an extensive aftercare program. (SLD)

ED 416 296   UD 032 163

Bownes, Donna; Ingersoll, Sarah
Mobilizing Communities To Prevent Juvenile Crime. Juvenile Justice Bulletin.
PUB DATE- 97
NOTE- 10p.; Photographs may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Community Involvement; Delinquency; *Delinquency Prevention; Disadvantaged Youth; Grants; Intervention; Models; Parent Education; Program Development; Program Implementation; Risk; Urban Problems; *Urban Youth; *Youth Programs
IDENTIFIERS- Juvenile Justice Delinquency Prevention Office; Mobilization

Through Title V Incentive Grants for Local Delinquency Prevention Programs (Community Prevention Grants), the Office of Juvenile Justice and Delinquency Prevention (OJJDP) allocated $20 million in fiscal year 1997 to states to complement law enforcement and justice system efforts by helping local communities foster strong families and nurture law-abiding and healthy children. Local communities, most of which are in urban areas, are using Community Prevention Grants and matching funds to develop research-based delinquency prevention programs. These programs demonstrate that the key to effective prevention lies in reducing risk factors for delinquency in a child's life and putting protective factors in place. Community Prevention Grants do this by providing three critical ingredients for success: (1) a theory-driven, research-based prevention framework; (2) tools, training, and technical assistance to bring a community together on that framework; and (3) local control of the process. Results of the Community Prevention Grants program so far have been very positive. During the first 3 years of their implementation, OJJDP funds have supported approximately 400 communities in 49 states, 5 territories, and the District of Columbia. Programs these communities are implementing include counseling and intervention, parent

Voices for Diversity.
PUB DATE- 95
NOTE- 14p.; A "Special Issue" focusing on this theme.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Black Students; *Cultural Awareness; Cultural Differences; *Diversity (Student); Educational Change; Elementary Secondary Education; *Minority Group Teachers; *Multicultural Education; *Teacher Recruitment; *Urban Education; Urban Schools; Urban Teaching; Urban Youth

Prominent Americans were asked to reflect on the diversity challenge facing America's teacher workforce. The following leaders from several fields voiced their support of teachers and their beliefs America needs more diverse and culturally responsive teachers: (1) Mary Hatwood Futrell, President of Education International; (2) Carol Moseley-Braun, U.S. Senator; (3) Dominque Wilkins, professional basketball player; (4) Joseph A. Unanue, President, Goya Foods, Inc.; (5) Norbert S. Hill, Sr., Executive Director, American Indian Science and Engineering Society; (6) Sandy McBrayer, 1994 National Teacher of the Year; (7) Shunthea Renee Ward, winner of the 1995 FEA Essay Competition; (8) Dexter Scott King, Chief Executive Officer, the King Center; (9) Delores Escobar, President, American Association of Colleges for Teacher Education; (10) Andrew Hacker, professor and author; (11) Dee Brown, professional basketball player; (12) Edward James Olmos, actor and activist; (13) Albert Shanker, President, American Federation of Teachers; (14) Marian Wright Edelman, Children's Defense Fund; (15) Judith E. Heumann, Assistant Secretary, Office of Special Education and Rehabilitative Services; and (16) Keith Geiger, President, National Education Association. In addition, opinions of nine teachers about recruiting for diversity are given. (SLD)

ED 416 279   UD 032 142

Pathways to Teaching.
PUB DATE- 97
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Cultural Awareness; Cultural Differences; Educational Change; Elementary Secondary Education; Higher Education; *Minority Group Teachers; *Multicultural Education; Teacher Education; *Teacher Recruitment; *Urban Education; Urban Schools; Urban Teaching; Urban Youth
IDENTIFIERS- *Preservice Teachers

Articles in this theme issue explore pathways into teaching, focusing on programs that recruit future teachers, and specifically on programs that target minority future teachers. "Pathways to Teaching: Building Quality and Diversity in America's Schools" by Segun Eubanks introduces a number of programs that are drawing from populations historically underserved by or under-represented in traditional teacher education programs, creating innovative teacher preparation and induction models, and targeting areas where teachers may be in high demand. "Multicultural Alliance: Teachers, Like Students, Come in All Colors" by Sonya Choe describes the Multicultural Alliance, which has recruited and trained over 800 new teachers with its Teacher Fellowship Program. "The Pathways to Teaching education, health care, school-based programs for various purposes, economic development and training, law-enforcement sponsored programs, and comprehensive community mobilization. Although these individual efforts may be modest in scope, they serve as the foundation for a national delinquency prevention movement. Contains 12 end notes. (SLD)

ED 416 297 UD 032 164

Garry, Eileen M.
Performance Measures: What Works? OJJDP Fact Sheet.
PUB DATE- 97
NOTE- 4p.; Based on "A Guide to Developing and Using Performance Measures in Results-Based Budgeting" by Mark Friedman.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Budgeting; *Delivery Systems; Elementary Secondary Education; *Evaluation Methods; *Juvenile Justice; Measurement Techniques; Models; Outcomes of Education; *Performance Based Assessment; Productivity; *Program Evaluation; *Urban Youth; Youth Programs
IDENTIFIERS- *Change Analysis

Much of the tradition of performance measurement comes from the industrial part of the private sector, where work measurement looks at how to improve production. This approach does not translate well for entities that provide service. For them, a better approach is the change-agent model, which recognizes that the agency or program provides services (inputs) that act on the environment to produce demonstrable changes in the well-being of clients, families, or communities (outputs). An approach to performance measurement based on the change-agent model is set forth in "A Guide to Developing and Using Performance Measures in Results-Based Budgeting," a working paper of The Finance Project. The paper was developed to assist in achieving and measuring outcomes for children, families, and communities. As such, it is of interest to juvenile justice agencies and youth-serving organizations, whether they provide educational or social services. The "Guide" considers performance and results, and offers a four-quadrant approach that sorts performance measures to answer questions about services into blocks for quantity and quality, input and output, and that ask: (1) how much service was delivered; (2) how well was it delivered; (3) how much was produced; and (4) how good were the products. Examples of quadrants are given in the "Guide" for education, health, child welfare, welfare reform, mental health, juvenile justice, and child care licensing. These areas have many implications for the study of programs affecting urban youth. (Contains one figure.) (SLD)

ED 416 298 UD 032 165

Butts, Jeffrey A.
Offenders in Juvenile Court, 1994. Juvenile Justice Bulletin.
PUB DATE- 96
NOTE- 14p.; Based on "Juvenile Court Statistics, 1994," Office of Juvenile Justice and Delinquency Prevention, U.S. Department of Justice, with data from the National Juvenile Court Data Archive.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adolescents; Blacks; *Court Litigation; *Criminals;

Abel, Ronald

Clearing a Path for Success: Deconstructing Borders in Higher Education through Undergraduate Mentoring. ASHE Annual Meeting Paper.
22p. 1mf. L1 ED 415 812

Adams, Dennis

Collaborative Inquiry in Science, Math, and Technology.
133p. 0mf. L3 ED 416 081

Adams, Gerald R., Ed.

Establishing Preventive Services. Healthy Children 2010. Issues in Children's and Families' Lives, Vol. 9. The John & Kelly Hartman Series.
314p. 4mf. L2 ED 415 957

Adler, Susan A.

Cultural Foundations of Education. Second Edition.
251p. 0mf. L3 ED 416 117

Adomanis, James F.

High School Core Learning Goals: Social Studies.
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(040) Dissertations/Theses - Undetermined

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(041) Dissertations/Theses - Doctoral Dissertations

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(160) Tests/Questionnaires

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(130) Reference Materials - General

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(131) Reference Materials - Bibliographies

Aggression: Using Children's Stories with Conflict Themes To Help Four-Year-Olds Deal with Aggressive Behaviors in the Classroom.	27p.	L1	ED 415 977
Annotated Bibliography of Writing Resources. Program Resources.	5p.	L1	ED 415 429
Books for You: An Annotated Booklist for Senior High. Thirteenth Edition. NCTE Bibliography Series.	465p.	L1	ED 415 506
Capstone: The Nation's High School Economics Course. Teacher Resource Manual.	243p.	L1	ED 416 108
El Paso Public Libraries, El Paso Community College, Final Performance Report for Library Services and Construction Act (LSCA) Title VI, Library Literacy Program.	154p.	L1	ED 415 887
Kaleidoscope: A Multicultural Booklist for Grades K-8. Second Edition, Covering Books Published from 1993-95. NCTE Bibliography Series.	257p.	L1	ED 415 507

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Report on the Third Year of the ESF-Funded Project to Consolidate and Develop Foreign Language Modules for Students of Other Disciplines and the First Year of the Language Modules Research and Development Project.	17p.	L1	ED 415 682
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Basic Writers Three Years Later: Their Problems and Their Priorities.	15p.	L1	ED 415 516
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Patterns of Language Attitudes and Language Use: A Study of New Mexican Adolescents.	83p.	L1	ED 415 708
Precollegiate Summer Camp Opportunity for Potential Teachers (SCOPE). Final Report.	192p.	L1	ED 415 739
Principalship Preparation Programs: The Principal's Perspective.	18p.	L1	ED 415 780
The Relationship of Intervention Acceptability and Integrity in General Classroom Interventions: Project LIFT (Looking at Intervention Factors with Teachers). Final Report.	151p.	L1	ED 415 617
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(171) Multilingual/Bilingual Materials

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Quality Assurance for University Teaching.	334p.	L1	ED 415 735
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Structure of School Finance in Maryland.	42p.	L1	ED 415 581
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Teaching Ethics and Values in Public Administration Programs: Innovations, Strategies, and Issues. SUNY Series in Public Administration.	352p.	L3	ED 415 757
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The Therapy Answer Book: Getting the Most Out of Counseling.	211p.	L3	ED 415 461

An Introduction to Global Arts. Fulbright-Hays Summer Seminar Abroad 1994 (India).	19p.	L1	ED 416 151
Journey to a New Life. A Chinese Immigration Story. A Learner-Centered Model Guide for Teachers.	124p.	L1	ED 416 270
Language and Learning: The Home and School Years. Second Edition.	368p.	L3	ED 415 517
Language Study in Middle School, High School, and Beyond: Views on Enhancing the Study of Language.	236p.	L1	ED 415 512
Languages other than English Resource Guide.	184p.	L1	ED 415 719
Linking Curriculum, Instruction, and Assessment: The Problem Solving Strand, Grades 3-8 Mathematics. Teacher Guide.	69p.	L1	ED 416 087
The Mentoring Match. Teacher's Guide to Action. School to Work.	97p.	L2	ED 415 365
Missouri Elementary Science Safety Manual.	49p.	L2	ED 416 071
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My First Journey. A Haitian Immigration Story. A Learner-Centered Model Guide for Teachers.	131p.	L1	ED 416 262
Native American Interdisciplinary Unit.	8p.	L1	ED 416 125
Navigating Learning through Community Service Learning.	7p.	L1	ED 416 065
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A Review of the Literature on Students with Limited English Proficiency and Assessment. State Assessment Series: Minnesota, Report 11.	66p.	L1	ED 415 641
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Risk, Vulnerability, and Resilience among Youth: In Search of a Conceptual Framework.	43p.	L1	ED 416 016
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Malmo Peace Education Abstracts. Abstracts of Selected English-Language Reports Published 1992-1996 by the Malmo School of Education. Peace Education Miniprints No. 86.	18p.	L1	ED 416 131
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Missouri State Government Web Guide.	26p.	L1	ED 415 863
Multicultural Education in Clinical Psychology: Curriculum Reform at CSPP Berkeley/Alameda.	203p.	L1	ED 415 740
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Positive Behavioral Support: A Bibliography for Schools. NICHCY Bibliography 3, Second Edition.	13p.	L1	ED 415 604
The Reading/Writing Connection Updated: An Annotated Bibliography.	31p.	L1	ED 415 502
Resources for Students with Disabilities Considering Careers in Science, Engineering and Mathematics.	13p.	L1	ED 415 637
Resources in Education (RIE). Volume 33, Number 6.	p.	L2	ED 415 335
Resources: Limited English Proficient Students in National and Statewide Assessments. State Assessment Series, Minnesota Report 8.	54p.	L1	ED 415 616
Teachers and Research: An Annotated Bibliography.	11p.	L1	ED 415 703

(132) Reference Materials - Directories/Catalogs

Alabama Public Library Service Library Directory and 1996 Statistical Report.	173p.	L1	ED 415 865
American Indian & Alaska Native Sources of Health Materials.	6p.	L1	ED 416 040
Catalog of ERIC Clearinghouse Publications. 1997.	149p.	L1	ED 415 838

Commission on National and Community Service.	38p.	L1	ED 416 121
Short Course in South Asian Literature and Culture. Fulbright-Hays Summer Seminar Abroad 1994 (India).	39p.	L1	ED 416 150
Simplifying Music, Nurturing Creativity, and Calming Things Down.	11p.	L1	ED 416 163
Six International Conferences of PEC (The Peace Education Commission). Peace Education Miniprints No. 87.	35p.	L1	ED 416 132
Social Marketing Strategies for Campus Prevention of Alcohol and Other Drug Problems.	45p.	L1	ED 415 786
Spatial Analysis of Kentucky Assessment Results, Social and Economic Indicators.	25p.	L1	ED 416 211
Spawning Ideas--Moving from Ideas to Action: Quality Tools for Collective Problem-Solving and Continuous Learning.	8p.	L1	ED 416 053
Start with the Faculty. The Newark Faculty Alliance for Education and Systemic Educational Reform.	39p.	L1	ED 416 282
State and Jurisdictional Eligibility Definitions for Infants and Toddlers with Disabilities under IDEA.	25p.	L1	ED 415 615
The State of Arizona's Children 1997: Kids Count Data Book.	87p.	L1	ED 416 028
The State of Our Children: Kids Count in Vermont Health Addendum. 1997 Data Book.	81p.	L1	ED 416 029
Statewide Educational Programs and Support Services for Children Who Are Deaf or Hard of Hearing.	56p.	L1	ED 415 619
Sterling Municipal Library Final Performance Report for Library Services and Construction Act (LCSA) Title VI Library Literacy Program.	179p.	L1	ED 415 373
Strategies To Build and Sustain Good Child Care Quality during Welfare Reform. Issue Brief #1.	9p.	L1	ED 415 971
Stratford Library Association, Final Performance Report for Library Services and Construction Act (LSCA) Title VI, Library Literacy Program.	60p.	L1	ED 415 899
Student Enrollments and Completions in the Illinois Community College System, Fiscal Year 1997.	87p.	L1	ED 415 926
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College Students in the Nineties: Report on a Project in Progress. ASHE Annual Meeting Paper.	24p.	L1	ED 415 827
A Combination of a Stand-Alone and an Integrated Career Education Curriculum. "A Total Learning Approach."	14p.	L1	ED 415 406
Community Violence and Young Children: A Survey of Massachusetts 6th Graders.	9p.	L1	ED 415 949
A Comparative Study of the Factors Which Predict Persistence for			

127p. L1 ED 415 410

Coming Full Circle. The Transborder Library Forum. = Completands el Circulo. Foro Trinacional de Bibliotecas. Proceedings (6th, Tucson, AZ, February 15-17, 1996).
322p. L1 ED 415 861

The Typology and Dialectology of Romani.	260p.	L3	ED 415 690
Understanding Staff Development.	134p.	L1	ED 415 730
University Secrets. Your Guide to Surviving a College Education.	324p.	L3	ED 415 793
The Use of Performance Indicators in Higher Education: The Challenge of the Quality Movement. Third Edition. Higher Education Policy Series 34.	280p.	L3	ED 415 782
The Vitality of Senior Faculty Members. Snow on the Roof-Fire in the Furnace. ASHE-ERIC Higher Education Report, Vol. 25, No. 7.	179p.	L1	ED 415 734
What Is Quality in Higher Education?	132p.	L1	ED 415 723
The Writer's Journal: 40 Contemporary Writers and Their Journals.	405p.	L3	ED 415 514

(020) Collected Works - General

Achieving the Goals: Goal 8--Parental Involvement and Participation.	135p.	L1	ED 416 023
Adult Learning: A Reader.	208p.	L3	ED 415 444
African American Adolescents and Adults with Learning Disabilities: An Overview of Assessment Issues.	97p.	L1	ED 415 629
Bookworms: Great Writers and Readers Celebrate Reading.	347p.	L3	ED 415 493
The Changing University?	200p.	L1	ED 415 725
Classroom Teachers and Classroom Research. JALT Applied Materials.	151p.	L1	ED 415 691
Computational Linguistics in the Netherlands 1996. Papers from the CLIN Meeting (7th, Eindhoven, Netherlands, November 15, 1996).	227p.	L1	ED 415 675
Directions in Staff Development	242p.	L1	ED 415 727
Discover, Nos. 1 & 2.	10p.	L1	ED 415 672
Equity and Excellence in Education for Development. Education and Development: Tradition and Innovation, Volume Two.	252p.	L3	ED 416 256
Establishing Preventive Services. Healthy Children 2010. Issues in Children's and Families' Lives, Vol. 9. The John & Kelly			

	228p.	L3	ED 415 518
Practical Lessons To Promote a Global Perspective in Elementary Education.	78p.	L1	ED 416 183
A Practitioner's Guide to Integration. Assessment. Module 4.	84p.	L2	ED 415 343
A Practitioner's Guide to Integration. Implementation Guide. Module 3.	66p.	L2	ED 415 342
A Practitioner's Guide to Integration. Introduction and Foundations for Integration. Module 1.	64p.	L2	ED 415 340
A Practitioner's Guide to Integration. Planning Guide. Module 2.	97p.	L2	ED 415 341
Promoting Learning for Culturally and Linguistically Diverse Students. Classroom Applications from Contemporary Research.	260p.	L3	ED 415 715
A Resource Guide To Teaching about Africa. ERIC Resource Guide.	6p.	L1	ED 416 115
School-to-Work Best Practices Guide.	110p.	L2	ED 415 366
Science: Ohio's Model Competency-Based Program. Model Assessments Supporting Implementation. Competency-Based Education Series.	563p.	L1	ED 416 102
Tadpole Tales and Other Totally Terrific Treats for Readers Theatre.	137p.	L3	ED 415 859
Teaching Buddy Skills to Preschoolers.	46p.	L1	ED 415 638
Women's Life Experiences in Contemporary India. Fulbright-Hays Summer Seminar Abroad 1994 (India).	43p.	L1	ED 416 152

(053) Guides - Non-Classroom

Action Research: Something for Everyone.	13p.	L1	ED 415 698
The ADA and Personnel Training. Implementing the Americans with Disabilities Act Series.	5p.	L1	ED 415 609
Adding Value to Indiana's Commodities.	25p.	L1	ED 416 142
Addressing Student Problem Behavior: An IEP Team's Introduction to Functional Behavioral Assessment and Behavior Intervention Plans.	26p.	L1	ED 415 636
An Agenda for Peace: The Role of the United Nations.			

When Couples Divorce: Issues for Counselors.	13p.	L1	ED 415 477

(071) Informational Analyses - ERIC IAPS

The Athletic Experiences of Ethnically Diverse Girls. ERIC/CUE Digest, Number 131.	4p.	L1	ED 416 268
Catalog of ERIC Clearinghouse Publications. 1997.	149p.	L1	ED 415 838
Competency-Based Education and Training. Myths and Realities.	4p.	L1	ED 415 430
Internet Resources for Community College Practitioners. ERIC Digest.	4p.	L1	ED 415 919
Is Vocational Education Making a Difference for High-Risk Populations? Myths and Realities.	4p.	L1	ED 415 431
Know Your Legal Rights in Gifted Education. ERIC Digest E541.	3p.	L1	ED 415 590
The National Information Infrastructure: Keeping Rural Values and Purposes in Mind. ERIC Digest.	4p.	L1	ED 416 042
A National Review of Scholastic Achievement in General Education. How Are We Doing and Why Should We Care? ASHE-ERIC Higher Education Report, Vol. 25, No. 8.	126p.	L1	ED 415 744
A National Review of Scholastic Achievement in General Education. How Are We Doing and Why Should We Care? ERIC Digest.	4p.	L1	ED 415 743
Promoting Physical Activity and Exercise among Children. ERIC Digest.	4p.	L1	ED 416 204
A Resource Guide To Teaching about Africa. ERIC Resource Guide.	6p.	L1	ED 416 115
School Choice and Urban School Reform. Urban Diversity Series No. 110.	52p.	L1	ED 416 271
School Violence: Risk, Preventive Intervention, and Policy. Urban Diversity Series No. 109.	88p.	L1	ED 416 272
Student Dress Policies. ERIC Digest, Number 117.	3p.	L1	ED 415 570
Tech Prep: Is It Working? Myths and Realities.	4p.	L1	ED 415 432
The Vitality of Senior Faculty Members. Snow on the Roof-Fire in the Furnace. ASHE-ERIC Higher Education Report, Vol. 25, No. 7.	179p.	L1	ED 415 734

The Complete Learning Disabilities Directory, 1998: Products, Resources, Books, Services: A One-Stop Source Book for Individuals and Professionals.	649p.	L3	ED 415 653
Go Public! Encouraging Student Writers To Publish.	226p.	L1	ED 415 520
Indian Education Legal Support Project, "Tribalizing Indian Education." Compilation of State Indian Education Laws.	106p.	L3	ED 416 039
Researching the Family: A Guide to Survey and Statistical Data on U.S. Families.	487p.	L1	ED 415 995
Study in the Netherlands. A Small Country with Great Potential. Europe Edition. 1997-1998.	111p.	L1	ED 415 772

(134) Reference Materials - Vocabularies/Classifications

Technology Defined.	23p.	L1	ED 415 920

(140) Reports - General

Assuring Quality in Collaborative Provision.	17p.	L1	ED 415 422
The Benefits of Participating in Collaborative Committees.	18p.	L2	ED 415 414
Building Blocks for a California Workforce Preparation System: A Progress Report.	115p.	L1	ED 415 437
Companion Animals. Information Packet.	18p.	L1	ED 416 075
Dissection & Science Fairs. Information Packet.	102p.	L1	ED 416 076
Foundations for a Competitive Advantage. ILRDC Special Publication Vol. 1.	33p.	L1	ED 415 344
FY 1997 Year End Budget Summary. State Fiscal Brief No. 45.	12p.	L2	ED 415 571
Higher Education in Europe. Higher Education Policy Series 16.	256p.	L3	ED 415 778
Implementation of the School-to-Work Opportunities Act of 1994. Report to Congress.	68p.	L1	ED 415 400
The Science & Technology Resources of Japan: A Comparison with the United States. An SRS Special Report.	109p.	L1	ED 416 094

(141) Reports - Descriptive

AACC Research and Data, February-December 1995.

Europe Edition. 1997-1998.	111p.	L1	ED 415 772
Summers County Public Library, Final Performance Report for Library Services and Construction Act (LSCA) Title VI, Library Literacy Program.	28p.	L1	ED 415 898
Suppressor Variable Effects: Toward Understanding an Elusive Data Dynamic.	16p.	L1	ED 416 215
SYRIT Computer School Systems Report.	16p.	L1	ED 415 923
Teaching Narrative Writing through the Collaborative Funnel.	12p.	L1	ED 415 717
Technology, Culture, and Integrated Curriculum: An On-line Challenge.	10p.	L1	ED 416 074
Teens' Children: Charting Their Progress through Research. Teenage Mothers Project.	33p.	L1	ED 416 017
Title VI 1996-1997. Feedback.	6p.	L1	ED 416 217
The Transformation of the Biological Precepts into Mental Concepts in Recognizing Visual Images.	28p.	L1	ED 415 840
Two-Way Bilingual Education: Students Learning through Two Languages. Final Report.	186p.	L1	ED 415 684
Understanding the Acquisition of New Degree Programs. ASHE Annual Meeting Paper.	19p.	L1	ED 415 801
Using Personal Narratives as a Pedagogical Tool: Empowering Students through Stories.	10p.	L1	ED 415 560
Utilizing Experientially Based Programming in an Urban Day School/Day Treatment Setting.	7p.	L1	ED 416 062
Wakulla County Public Library, Final Performance Report for Library Services and Construction Act (LSCA) Title VI, Library Literacy Program.	24p.	L1	ED 415 884
West Georgia Regional Library, Final Performance Report for Library Services and Construction Act (LSCA) Title VI, Library Literacy Program.	14p.	L1	ED 415 914
Why "Encouraging" Effect Size Reporting Isn't Working: The Etiology of Researcher Resistance to Changing Practices.	18p.	L1	ED 416 214
Wisconsin and Minnesota: Approaches to Welfare Reform and Child			

54p. L1 ED 415 523

The Effects of Residential Learning Communities on Students' Educational Experiences and Learning Outcomes during the First Year of College. ASHE Annual Meeting Paper.
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Effects of Small-Group Learning on Undergraduates in Science, Mathematics, Engineering, and Technology: A Meta-Analysis. ASHE Annual Meeting Paper.
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9p. L1 ED 415 952

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Equipment for Measuring Air Flow, Air Temperature, Relative Humidity, and Carbon Dioxide in Schools. Technical Bulletin.
9p. L2 ED 415 666

An Evaluation of a High School Peer Mediation Program.
14p. L1 ED 415 455

Experiences of African-American Baccalaureate Nursing Students Examined through the Lenses of Tinto's Student Retention Theory and Astin's Student Involvement Theory. ASHE Annual Meeting Paper.
28p. L1 ED 415 817

Factors Perceived To Influence the Use of the Program of Activities.
12p. L1 ED 415 389

Faithful Fathering in Trying Times: Religious Beliefs and Practices of Latter-Day Saint Fathers of Children with Special Needs.
25p. L1 ED 416 034

Family Functioning and Adolescent Behavior Problems: An Analysis of the National Survey of Families and Households.
59p. L1 ED 415 993

Federal Education Funding: Multiple Programs and Lack of Data Raise Efficiency and Effectiveness Concerns. Testimony before the Education Task Force, Committee on the Budget. United States. Senate. Statement of Carlotta C. Joyner, Director, Education andEmployment Issues, Health, Education, and Human Services Division.
24p. L1 ED 415 583

Female Offenders in the Juvenile Justice System. Statistics

African American Students at Historically Black Institutions and Predominantly White Institutions. ASHE Annual Meeting Paper.	30p.	L1	ED 415 813
A Comparison of Interaction Needs and Performance of Distance Learners in Synchronous and Asynchronous Classes.	13p.	L1	ED 415 411
A Comparison of the Role of Grandparents in Single-Mother and Single-Father Families.	13p.	L1	ED 416 031
The Complexly Constructed Citizen-Worker: Her/His Centrality to the Struggle for Radical Democratic Politics and Education.	20p.	L1	ED 416 162
Computer Conferencing in Mathematics Classrooms: Distance Education--The Long and the Short of It.	6p.	L1	ED 416 103
ConnecTEN: A Case Study of Technology Training for Teachers.	28p.	L1	ED 416 193
The Contribution of Financial Aid to Undergraduate Persistence. ASHE Annual Meeting Paper.	40p.	L1	ED 415 818
Cross Cutting Analysis Study for At Risk Youth in Michigan's School-to-Work System.	9p.	L1	ED 415 442
The Cultures of the Community College. ASHE Annual Meeting Paper.	26p.	L1	ED 415 799
Curricular Change in Higher Education: What We Say and What We Do.	14p.	L1	ED 415 779
Designing, Developing and Implementing WWW-Based Distance Learning.	8p.	L1	ED 415 345
Developing a Profession: A Preliminary Analysis of the Need for University Based Training for Adventure Therapists in Australia.	8p.	L1	ED 416 063
Developing Listening Competencies for Secondary School Graduates.	8p.	L1	ED 415 496
Development and Validation of a Multiple Intelligences Assessment Scale for Children.	16p.	L1	ED 415 475
Development of a Communications Skills Resource Center at St. Louis Community College Meramec.	18p.	L1	ED 415 556
Development of the Angle Concept by Abstraction from Situated Knowledge.	31p.	L1	ED 416 066
The Difficulties of a Young Gifted Child: Lessons from History.	20p.	L1	ED 415 620

Hartman Series.	314p.	L2	ED 415 957
Foundations for a Competitive Advantage. ILRDC Special Publication Vol. 1.	33p.	L1	ED 415 344
Higher Education: Handbook of Theory and Research. Volume XIII.	414p.	L3	ED 415 769
Human Resource Management in Higher and Further Education.	217p.	L1	ED 415 736
Indigenous Literacies in the Americas: Language Planning from the Bottom up. Contributions to the Sociology of Language, 75.	399p.	L3	ED 416 045
The Invisible Ladder: An Anthology of Contemporary American Poems for Young Readers.	218p.	L3	ED 415 526
The Journal for the Professional Counselor, 1997.	185p.	L1	ED 415 446
Language Study in Middle School, High School, and Beyond: Views on Enhancing the Study of Language.	236p.	L1	ED 415 512
The Latino Reader: An American Literary Tradition from 1542 to the Present.	530p.	L3	ED 415 509
New Frontiers: Navigational Strategies for Integrating Technology into the School.	288p.	L1	ED 415 845
Plays of America from American Folklore for Young Actors Grades 7-12. Young Actors Series.	178p.	L3	ED 415 562
Poets Teaching Poets: Self and the World.	288p.	L3	ED 415 510
Quality Assurance for University Teaching.	334p.	L1	ED 415 735
Quantity and Quality in Higher Education. Higher Education Policy Series 40.	196p.	L1	ED 415 737
Radical Learning for Liberation. Maynooth Adult and Community Education Occasional Series Number 1.	86p.	L2	ED 415 439
Real Questions, Real Answers. Focusing Teacher Leadership on School Improvement.	93p.	L2	ED 416 202
School Library Management. Fourth Edition. Professional Growth Series.	280p.	L3	ED 415 909
Schooling in Hong Kong. Organization, Teaching, and Social Context.			

	234p.	L2	ED 416 169
Agricultural Chemical and Fertilizer Storage Rules: Costs and Benefits for Insuring Cleaner Water for Indiana.	21p.	L1	ED 416 137
Arkansas Safe Kids Are No Accident! Healthy Children Handbook. (Third Edition).	177p.	L1	ED 416 026
Awareness of Chronic Health Conditions: What the Teacher Needs To Know.	72p.	L1	ED 415 602
Bare Minimum Knowledge for Understanding Statistical Research Studies.	14p.	L1	ED 415 701
Before You Decide: What Families Would Like Policy Makers to Know.	38p.	L1	ED 415 630
Breaking the Language Barrier: Creating Your Own Pathway to Success.	202p.	L3	ED 415 689
Building Ecology & School Design. Technical Bulletin.	10p.	L2	ED 415 663
Building Ecology and Partition Design. Technical Bulletin.	9p.	L2	ED 415 667
C Is for Citizenship: Children's Literature and Civic Understanding.	99p.	L2	ED 416 167
Capitalizing on Conflict.	8p.	L1	ED 416 056
Capstone: The Nation's High School Economics Course. Teacher Resource Manual.	243p.	L1	ED 416 108
Career Development Resource Guide and User's Guide for "Career Choices in North Carolina."	138p.	L1	ED 415 463
The Caring Teacher's Guide to Discipline: Helping Young Students Learn Self-Control, Responsibility, and Respect.	203p.	L2	ED 416 178
Carpet and Indoor Air Quality in Schools. Technical Bulletin.	9p.	L2	ED 415 657
Case Studies in Wilderness Medicine.	7p.	L1	ED 416 055
Cataloging with AACR2R and USMARC: For Books, Computer Files, Serials, Sound Recordings, Videorecordings.	580p.	L3	ED 415 912
Causes of Hunger: A User's Guide for Christian Congregations. Companion Guide to Causes of Hunger: Hunger 1995.	38p.	L1	ED 416 174

The Vitality of Senior Faculty Members. Snow on the Roof-Fire in the Furnace. ERIC Digest.
4p. L1 ED 415 733

(072) Book/Product Reviews

The Environmental Education Collection: A Review of Resources for Educators. Volume 1.
127p. L2 ED 416 079

The Athletic Experiences of Ethnically Diverse Girls. ERIC/CUE Digest, Number 131.
4p. L1 ED 416 268

Internet Resources for Community College Practitioners. ERIC Digest.
4p. L1 ED 415 919

Know Your Legal Rights in Gifted Education. ERIC Digest E541.
3p. L1 ED 415 590

The National Information Infrastructure: Keeping Rural Values and Purposes in Mind. ERIC Digest.
4p. L1 ED 416 042

A National Review of Scholastic Achievement in General Education. How Are We Doing and Why Should We Care? ERIC Digest.
4p. L1 ED 415 743

Promoting Physical Activity and Exercise among Children. ERIC Digest.
4p. L1 ED 416 204

Student Dress Policies. ERIC Digest, Number 117.
3p. L1 ED 415 570

The Vitality of Senior Faculty Members. Snow on the Roof-Fire in the Furnace. ERIC Digest.
4p. L1 ED 415 733

(080) Journal Articles

The Bilingual Parent as Model for the Bilingual Child.
19p. L1 ED 415 671

A Multidisciplinary Analysis of the Structure of Persuasive Arguments.
47p. L1 ED 415 531

Youngest Delinquents: Offenders under Age 15.
8p. L1 ED 416 280

(090) Legal/Legislative/Regulatory Materials

Academic Senate for California Community Colleges Fall Session Resolutions (29th Los Angeles, CA, October 30-November 1, 1997).
101p. L1 ED 415 921

Agricultural Research, Education, and Extension Programs. Hearings before the Subcommittee on Forestry, Resource Conservation, and Research of the Committee on Agriculture, House of Representatives, One Hundred Fifth Congress, First Session (June 17-18 and July 9, 22, 1997).

	24p.	L1	ED 415 931
The Academe in the Promotion of Adult Literacy.	8p.	L1	ED 415 337
Achieving the Goals: Goal 8--Parental Involvement and Participation.	135p.	L1	ED 416 023
Adjunct Faculty Morale and Faculty Development.	57p.	L1	ED 415 766
Aesthetic Theories of the Visual Communication Media Arts: Television.	24p.	L2	ED 415 839
After the User Survey, What Then? Issues and Innovations in Transforming Libraries, No. 4. SPEC Kit 226.	34p.	L1	ED 415 913
Alabama Public Library Service 1996 Annual Report.	9p.	L1	ED 415 866
Alabama Public Library Service Library Directory and 1996 Statistical Report.	173p.	L1	ED 415 865
Amos Brown and the American Land Grant College Movement. ASHE Annual Meeting Paper.	37p.	L1	ED 415 797
Assessing Reflective Thinking within Curricular Contexts.	82p.	L1	ED 415 751
Assessment of Academic Literacy Skills: Preparing Minority and LEP (Limited English Proficient) Students for Postsecondary Education.	90p.	L1	ED 415 498
Assistance and Integration: Handicapped Children and Young Persons within the Federal Republic of Germany's Education System.	29p.	L1	ED 415 634
Augustana Arctic Adventures: An Interdisciplinary Expedition.	6p.	L1	ED 416 048
Bayard Taylor Memorial Library, Final Performance Report for Library Services and Construction Act (LSCA) Title VI, Library Literacy Program.	45p.	L1	ED 415 900
Better Preparation, Less Remediation. Challenging Courses Make a Difference. Goals for Education: Educational Benchmarks, 1997.	13p.	L1	ED 415 741
Beyond Enrichment: Building Effective Arts Partnerships with Schools and Your Community.	564p.	L2	ED 416 119
Beyond Responsiveness: Promoting Good Practice in Economic Development.	50p.	L1	ED 415 424

Care. Issue Brief #3.	9p.	L1	ED 415 972
Wisconsin's Framework for Comprehensive School Health Programs: An Integrated Approach. Bulletin No. 97299.	34p.	L1	ED 415 967

(142) Reports - Evaluative

1991 and 1995 National Household Education Survey Questionnaires: NHES:91 Screener, NHES:91 Adult Education, NHES:95 Basic Screener, and NHES:95 Adult Education. Working Paper Series.	88p.	L1	ED 416 233
Adjunct Faculty Morale and Faculty Development.	57p.	L1	ED 415 766
Advantages and Disadvantages of Using E-Mail as Instructional Aid: Some Random Thoughts.	10p.	L1	ED 415 834
African-American Heritage Collections Go Digital: Once Hidden Cultural Treasures Find the Route to Accessibility and Popularity through High Technology in Academic Libraries.	8p.	L1	ED 415 870
Almost Ten Years Later: An Analysis of Ethnic Inclusion in Public Relations Textbooks and Reference Books for the Years 1991-1997 as Compared to Kern-Foxworth's Analysis of Books for the Years 1979-1988.	16p.	L1	ED 415 561
An Analysis of State Approaches To Including Students with Disabilities in Assessments Implemented during Educational Reform. Technical Report 18.	21p.	L1	ED 415 650
Attitudes toward Sexuality and Sexual Behaviors of Asian-American Adolescents. Implications for Risk of HIV Infection. An Occasional Paper.	19p.	L1	ED 416 284
Before 2000: Funding Technology in New Jersey's Schools and Public Libraries by the End of the Century.	113p.	L1	ED 415 848
Bilingual ESL Programs, 1996-97. Final Report.	74p.	L1	ED 416 220
Boundary Spanning and Communication Patterns in Interagency Partnerships.	20p.	L1	ED 416 228
Brookings Papers on Education Policy, 1998.	383p.	L3	ED 416 281
Capturing the Lessons Learned: The Evaluation Process for the ACE-Kellogg Project on Leadership and Institutional Transformation. ASHE Annual Meeting Paper.	11p.	L1	ED 415 809
Career Academies. Communities of Support for Students and Teachers: Emerging Findings from a 10-Site Evaluation.			

Summary.	39p.	L1	ED 416 286
First Graders' Achievement in Top and Bottom Schools. Issue Brief.	3p.	L1	ED 416 022
First-Time Students Entering a Two-Year Public College with a GED. Fall 1991 to Fall 1996.	15p.	L1	ED 415 938
Follow-up Survey of Strike Impact.	9p.	L1	ED 415 774
Foreign Language Anxiety among College Students.	9p.	L1	ED 415 713
Function as a Core Concept in Developmental Mathematics: A Research Report.	10p.	L1	ED 415 940
Gender and Grade Differences in Elementary Students' Perceptions of Conflict/Violence and Intervention Strategies.	15p.	L1	ED 415 954
Gender and Subject in Higher Education.	207p.	L1	ED 415 729
Generic Curriculum Components in Special Education Teacher Education Programs.	23p.	L1	ED 416 224
Getting the Measure of Training. A Report on Training Statistics in Britain.	61p.	L1	ED 415 363
Great Expectations? Defining and Assessing Rigor in State Standards for Mathematics and English Language Arts.	58p.	L1	ED 416 080
Guilt and Shame in Middle Childhood: Relationships with Empathic Responsiveness.	12p.	L1	ED 416 018
Heading Students towards Career Horizons. Tech-Prep Implementation Progress, 1993-1995.	115p.	L1	ED 415 402
High School Graduation Requirements in the U.S. for Students with Limited English Proficiency. State Assessment Series, Minnesota Report 13.	31p.	L1	ED 415 643
HVAC System Automatic Controls and Indoor Air Quality in Schools. Technical Bulletin.	9p.	L2	ED 415 665
The Impact of College Residence on the Development of Critical Thinking Skills in College Freshmen. ASHE Annual Meeting Paper.	24p.	L1	ED 415 821
Impact of Teacher Education Courses on Paraprofessionals' Job Performance, Knowledge, and Goals.	15p.	L1	ED 416 186

The Diploma in Rehabilitation Studies--The Birth of a New Form of Industry-Driven Learning.	7p.	L1	ED 416 061
Distance Education in the Educational System of Mexico.	8p.	L2	ED 415 426
Distance Learning Methodologies. TRANSCOM Regulating and Command & Control Evacuation System (TRAC2ES).	10p.	L1	ED 415 408
Early Exposure to Storybooks as a Predictor of Reading in Grade 1.	4p.	L1	ED 415 486
Early Predictors of Children's Intergroup Attitudes.	17p.	L1	ED 415 452
Edible Wild Plants from Neighborhood to Wilderness: A Catalyst for Experiential Education.	7p.	L1	ED 416 059
The Educational and Occupational Attainment Process for American Women. ASHE Annual Meeting Paper.	32p.	L1	ED 415 796
The Effectiveness of Economic Impact Studies by Liberal Arts Colleges: A Case Study. ASHE Annual Meeting Paper.	23p.	L1	ED 415 798
The Effects of an Agricultural Literacy Treatment on Participating K-12 Teachers and Their Curricula.	[illegible]p.	L1	ED 415 443
Effects of An Integrated Format for Reading Instruction on the Comprehension and Word-Recognition Performance of Fourth- and Fifth-Grade Students Who Exhibit Severe Reading Problems.	23p.	L1	ED 415 484
The Effects of Base Rate, Selection Ratio, Sample Size, and Reliability of Predictors on Predictive Efficiency Indices Associated with Logistic Regression Models.	25p.	L1	ED 416 208
The Effects of Residential Learning Communities on Students' Educational Experiences and Learning Outcomes during the First Year of College. ASHE Annual Meeting Paper.	28p.	L1	ED 415 828
Effects of Small-Group Learning on Undergraduates in Science, Mathematics, Engineering, and Technology: A Meta-Analysis. ASHE Annual Meeting Paper.	45p.	L1	ED 415 814
The Effects of Social Support and Self-Esteem on Career Indecision: A Cross-Cultural Comparison between Two Groups of Undergraduate Students.	22p.	L1	ED 415 356
The Effects of Victimization on Coping Processes in Suburban Early Adolescents.	9p.	L1	ED 415 952
Employment Assessment Practices: Implications for Workforce			

194p. L3 ED 416 269

Teaching Democracy by Being Democratic. Praeger Series in Transformational Politics and Political Science.
184p. L3 ED 416 172

Troubles du langage (Troubles with Language).
228p. L1 ED 415 680

The Typology and Dialectology of Romani.
260p. L3 ED 415 690

The Writer's Journal: 40 Contemporary Writers and Their Journals.
405p. L3 ED 415 514

(021) Collected Works - Proceedings

Challenge to Excellence. National Conference Report. Conference of the Foundation for Excellent Schools (Newport, Rhode Island, November 14-15, 1997).
20p. L1 ED 416 257

Coming Full Circle. The Transborder Library Forum. = Completands el Circulo. Foro Trinacional de Bibliotecas. Proceedings (6th, Tucson, AZ, February 15-17, 1996).
322p. L1 ED 415 861

Disseminating Promising and Exemplary Programs: Planning a System of Expert Panels. Working Papers. Meeting Report and Follow-Up Papers from an OERI-Sponsored Meeting (Chicago, Illinois, March 24, 1997).
185p. L1 ED 415 575

Educational Research Workshop on the Effectiveness of Modern Language Learning and Teaching (Graz, Austria, March 5-8, 1996).
26p. L2 ED 415 720

Neighbor to Neighbor Conference (St. Louis, MO, September 26-28, 1996).
202p. L1 ED 416 258

Proceedings of the Annual Meeting of the Assocation for Education in Journalism and Mass Communication (80th, Chicago, Illinois, July 30-August 2, 1997): International.
477p. L1 ED 415 536

Proceedings of the Annual Meeting of the Assocation for Education in Journalism and Mass Communication (80th, Chicago, Illinois, July 30-August 2, 1997): Magazine.
133p. L1 ED 415 538

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (80th, Chicago, Illinois, July 30-August 2, 1997): Advertising.
309p. L1 ED 415 532

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119p. L1 ED 415 550

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	172p.	L1	ED 416 242
Mobilizing Communities To Prevent Juvenile Crime. Juvenile Justice Bulletin.	10p.	L1	ED 416 296
Multicultural Education. No 818.	14p.	L1	ED 416 133
A "Multiple Intelligences" Approach to Expanding and Celebrating Teacher Portfolios and Student Portfolios.	27p.	L1	ED 416 209
Multiple Perspectives on Research from One Educational Researcher: A Revisitation of Teilhard de Chardin.	17p.	L1	ED 416 210
NAEP's Constituents: What Do They Want? Report of the National Assessment of Educational Progress Constituents' Survey and Focus Groups. Analytic Report.	119p.	L1	ED 416 221
A National Review of Scholastic Achievement in General Education. How Are We Doing and Why Should We Care? ASHE-ERIC Higher Education Report, Vol. 25, No. 8.	126p.	L1	ED 415 744
The NCSS Ethical Standards and Citizenship Education: A Fifth Grade Classroom Example.	26p.	L1	ED 416 124
Neighbor to Neighbor Conference (St. Louis, MO, September 26-28, 1996).	202p.	L1	ED 416 258
No Talking, Please, Just Chatting: Collaborative Writing with Computers.	8p.	L2	ED 415 836
Offenders in Juvenile Court, 1994. Juvenile Justice Bulletin.	14p.	L1	ED 416 298
Optimal Choice of Periodicities for the Schools and Staffing Survey: Modeling and Analysis.	294p.	L1	ED 416 244
Optional Extended Year Program. Feedback.	9p.	L1	ED 416 218
Pathways to Teaching.	14p.	L1	ED 416 279
Performance Measures: What Works? OJJDP Fact Sheet.	4p.	L1	ED 416 297
Planning Resource Guide.	106p.	L1	ED 415 941

Education in Journalism and Mass Communication (80th, Chicago, Illinois, July 30-August 2, 1997): Media and Disability.
219p. L1 ED 415 548

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (80th, Chicago, Illinois, July 30-August 2, 1997): Media Management and Economics.
315p. L1 ED 415 540

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (80th, Chicago, Illinois, July 30-August 2, 1997): Minorities and Communication.
169p. L1 ED 415 541

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (80th, Chicago, Illinois, July 30-August 2, 1997): Miscellaneous.
310p. L1 ED 415 551

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (80th, Chicago, Illinois, July 30-August 2, 1997): Newspaper.
503p. L1 ED 415 542

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (80th, Chicago, Illinois, July 30-August 2, 1997): Public Relations.
446p. L1 ED 415 543

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (80th, Chicago, Illinois, July 30-August 2, 1997): Qualitative Studies.
476p. L1 ED 415 544

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (80th, Chicago, Illinois, July 30-August 2, 1997): Radio-Television.
357p. L1 ED 415 545

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (80th, Chicago, Illinois, July 30-August 2, 1997): Scholastic Journalism.
143p. L1 ED 415 546

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (80th, Chicago, Illinois, July 30-August 2, 1997): Science Communication.
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Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (80th, Chicago, Illinois, July 30-August 2, 1997): Visual Communication.
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A Program To Develop the Listening and Speaking Skills of Children in a First Grade Classroom.
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Navigating Learning through Community Service Learning.	7p.	L1	ED 416 065
The NCSS Ethical Standards and Citizenship Education: A Fifth Grade Classroom Example.	26p.	L1	ED 416 124
Negotiating Meaning in a Deaf Bilingual Setting.	22p.	L1	ED 415 716
New Hope for Children with Cerebral Palsy.	7p.	L1	ED 415 603
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Ohio Schools and Privatization: Opportunity or Risk?	15p.	L1	ED 415 579
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"Playing The Role": Classroom Performance Approaches to Characterization.	11p.	L1	ED 415 558
Poetry as a Healing Experience for Teams.	7p.	L1	ED 416 051
Power, Principals, and Promotion.	20p.	L1	ED 415 585
A Practitioner's Look at Research: Experientially Based Practitioner-Friendly Program Assessment Measurement Tools.	7p.	L1	ED 416 058
Preschool Education in Portugal: Development, Innovation and Changes. A True Mobilising Contract.	15p.	L1	ED 415 968

AA - ERIC Processing and Reference Facility

AA001293	ED415335

CE - Adult, Career, and Vocational Education

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SO - Social Studies/Social Science Education (continue)

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CG - Counseling and Student Services

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SP - Teaching and Teaching Education

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TM - Assessment and Evaluation

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CS - Reading, English, and Communication

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UD - Urban Education

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EA - Educational Management

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EC - Disabilities and Gifted Education

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EF - Eric Facility

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FL - Language and Linguistics

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HE030962	ED415811
HE030963	ED415812
HE030964	ED415813
HE030965	ED415814
HE030966	ED415815
HE030967	ED415816
HE030968	ED415817
HE030969	ED415818
HE030970	ED415819

HE030971	ED415820
HE030972	ED415821
HE030973	ED415822
HE030974	ED415823
HE030975	ED415824
HE030976	ED415825
HE030977	ED415826
HE030978	ED415827
HE030979	ED415828

IR - Information and Technology

IR018670	ED415829
IR018673	ED415830
IR018680	ED415831
IR018681	ED415832
IR018683	ED415833
IR018684	ED415834
IR018685	ED415835
IR018686	ED415836
IR018688	ED415837
IR018689	ED415838
IR018690	ED415839
IR018691	ED415840
IR018698	ED415841
IR018699	ED415842
IR018700	ED415843
IR018701	ED415844//
IR018702	ED415845
IR018703	ED415846
IR018704	ED415847
IR018705	ED415848
IR018706	ED415849
IR018707	ED415850//
IR018708	ED415851//
IR018711	ED415852//
IR018713	ED415853
IR018725	ED415854
IR056822	ED415855
IR056823	ED415856
IR056824	ED415857
IR056825	ED415858//
IR056827	ED415859//
IR056828	ED415860
IR056829	ED415861
IR056830	ED415862
IR056831	ED415863
IR056832	ED415864
IR056833	ED415865
IR056834	ED415866
IR056835	ED415867
IR056836	ED415868
IR056837	ED415869//
IR056838	ED415870
IR056841	ED415871
IR056842	ED415872
IR056843	ED415873
IR056844	ED415874
IR056845	ED415875
IR056846	ED415876
IR056847	ED415877
IR056848	ED415878
IR056849	ED415879
IR056850	ED415880

IR056851	ED415881
IR056852	ED415882
IR056853	ED415883
IR056854	ED415884
IR056856	ED415885
IR056857	ED415886
IR056858	ED415887
IR056859	ED415888
IR056860	ED415889
IR056861	ED415890
IR056862	ED415891
IR056863	ED415892
IR056864	ED415893
IR056865	ED415894
IR056866	ED415895
IR056867	ED415896
IR056868	ED415897
IR056869	ED415898
IR056870	ED415899
IR056871	ED415900
IR056872	ED415901
IR056873	ED415902
IR056874	ED415903
IR056875	ED415904
IR056876	ED415905
IR056877	ED415906//
IR056878	ED415907//
IR056879	ED415908//
IR056880	ED415909//
IR056881	ED415910//
IR056882	ED415911//
IR056883	ED415912//
IR056884	ED415913
IR056885	ED415914
IR056886	ED415915
IR056917	ED415916
IR056918	ED415917
IR056919	ED415918

JC - Community Colleges

JC980052	ED415919
JC980081	ED415920
JC980082	ED415921
JC980083	ED415922
JC980084	ED415923
JC980085	ED415924
JC980086	ED415925
JC980087	ED415926
JC980088	ED415927
JC980089	ED415928
JC980090	ED415929
JC980092	ED415930
JC980093	ED415931
JC980094	ED415932
JC980095	ED415933
JC980096	ED415934
JC980098	ED415935
JC980099	ED415936
JC980100	ED415937
JC980101	ED415938
JC980102	ED415939
JC980103	ED415940
JC980104	ED415941

JC980105	ED415942
JC980106	ED415943
JC980107	ED415944
JC980108	ED415945
JC980109	ED415946

PS - Elementary and Early Childhood Education

PS024725	ED415947
PS025291	ED415948
PS025336	ED415949
PS025341	ED415950
PS025403	ED415951
PS025496	ED415952
PS025597	ED415953
PS026044	ED415954
PS026102	ED415955
PS026122	ED415956
PS026124	ED415957
PS026125	ED415958
PS026126	ED415959
PS026127	ED415960
PS026128	ED415961
PS026129	ED415962
PS026130	ED415963
PS026131	ED415964
PS026132	ED415965
PS026133	ED415966
PS026136	ED415967
PS026140	ED415968
PS026145	ED415969
PS026149	ED415970//
PS026152	ED415971
PS026154	ED415972
PS026156	ED415973
PS026157	ED415974
PS026158	ED415975
PS026159	ED415976
PS026160	ED415977
PS026162	ED415978
PS026163	ED415979
PS026164	ED415980
PS026165	ED415981
PS026166	ED415982
PS026167	ED415983
PS026168	ED415984
PS026169	ED415985
PS026170	ED415986
PS026171	ED415987
PS026172	ED415988
PS026173	ED415989
PS026174	ED415990
PS026175	ED415991
PS026176	ED415992
PS026177	ED415993
PS026178	ED415994
PS026180	ED415995
PS026182	ED415996
PS026183	ED415997
PS026184	ED415998
PS026185	ED415999
PS026186	ED416000
PS026187	ED416001
PS026188	ED416002

PS026204	ED416003
PS026205	ED416004
PS026209	ED416005
PS026210	ED416006
PS026211	ED416007
PS026215	ED416008
PS026219	ED416009
PS026220	ED416010
PS026221	ED416011
PS026222	ED416012
PS026223	ED416013
PS026224	ED416014
PS026226	ED416015//
PS026229	ED416016
PS026230	ED416017
PS026231	ED416018
PS026232	ED416019//
PS026233	ED416020
PS026234	ED416021
PS026235	ED416022
PS026236	ED416023
PS026237	ED416024//
PS026238	ED416025
PS026239	ED416026
PS026241	ED416027
PS026246	ED416028
PS026247	ED416029
PS026279	ED416030
PS026281	ED416031
PS026282	ED416032//
PS026296	ED416033
PS026300	ED416034
PS026301	ED416035
PS026310	ED416036
PS026312	ED416037

RC - Rural Education and Small Schools

RC021154	ED416038
RC021266	ED416039//
RC021325	ED416040
RC021327	ED416041
RC021354	ED416042
RC021368	ED416043
RC021370	ED416044//
RC021371	ED416045//
RC021373	ED416046//
RC021376	ED416047
RC021377	ED416048
RC021378	ED416049
RC021379	ED416050
RC021380	ED416051
RC021381	ED416052
RC021382	ED416053
RC021383	ED416054
RC021384	ED416055
RC021385	ED416056
RC021386	ED416057
RC021387	ED416058
RC021388	ED416059
RC021389	ED416060
RC021390	ED416061
RC021391	ED416062
RC021392	ED416063

RC021393	ED416064
RC021394	ED416065

SE - Science, Mathematics, and Environmental Education

SE057979	ED416066
SE060873	ED416067
SE060889	ED416068
SE061052	ED416069//
SE061058	ED416070
SE061061	ED416071
SE061062	ED416072
SE061065	ED416073
SE061079	ED416074
SE061089	ED416075
SE061092	ED416076
SE061104	ED416077//
SE061110	ED416078
SE061115	ED416079
SE061116	ED416080
SE061118	ED416081//
SE061119	ED416082
SE061120	ED416083
SE061121	ED416084
SE061122	ED416085
SE061123	ED416086
SE061125	ED416087
SE061136	ED416088//
SE061137	ED416089
SE061138	ED416090
SE061140	ED416091
SE061141	ED416092
SE061143	ED416093
SE061144	ED416094
SE061148	ED416095//
SE061152	ED416096
SE061153	ED416097
SE061154	ED416098
SE061155	ED416099
SE061156	ED416100
SE061164	ED416101//
SE061173	ED416102
SE061177	ED416103
SE061472	ED416104

SO - Social Studies/Social Science Education

SO026185	ED416105
SO026476	ED416106
SO026701	ED416107
SO026798	ED416108
SO026799	ED416109
SO027208	ED416110//
SO027211	ED416111
SO027280	ED416112
SO027281	ED416113